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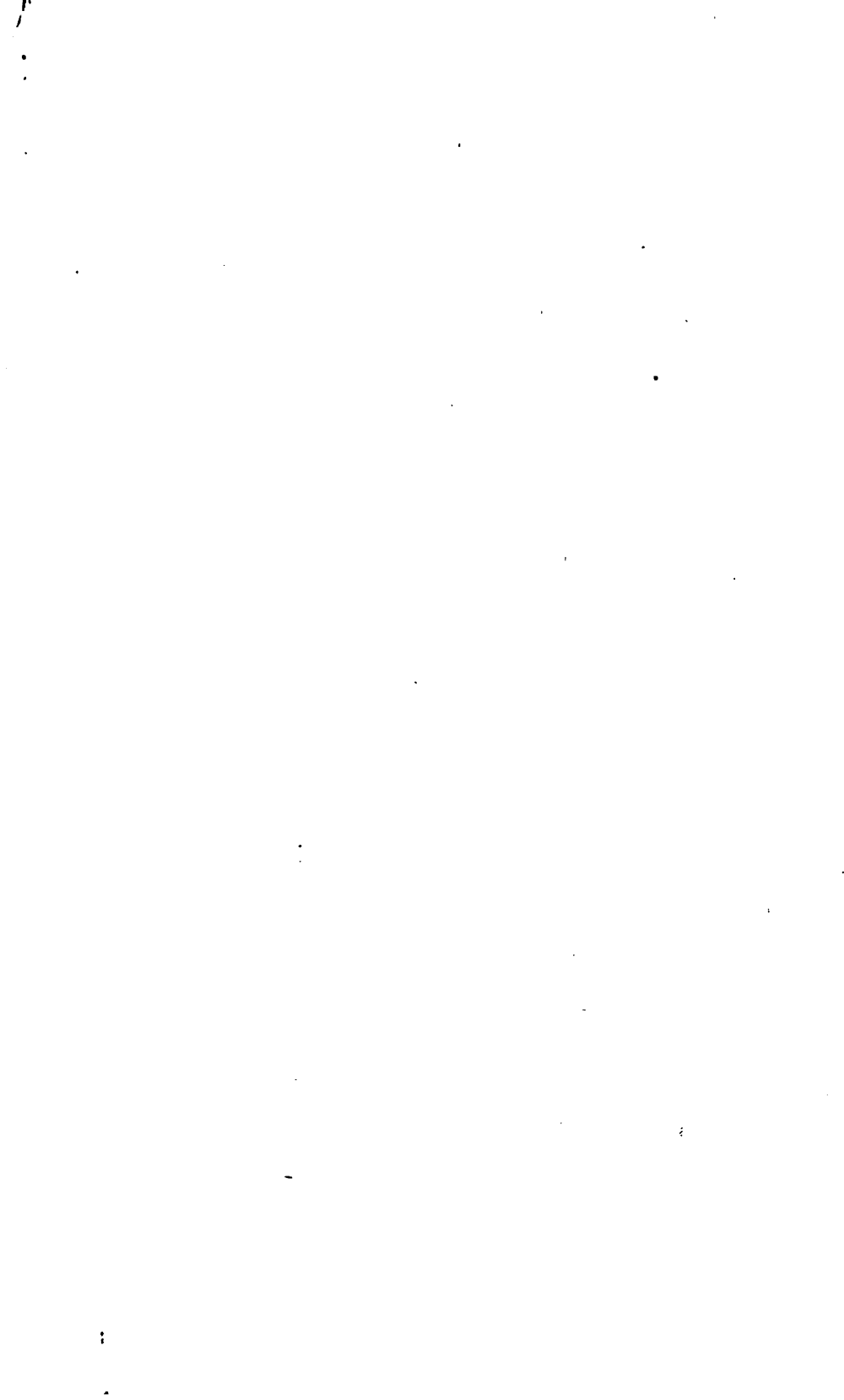
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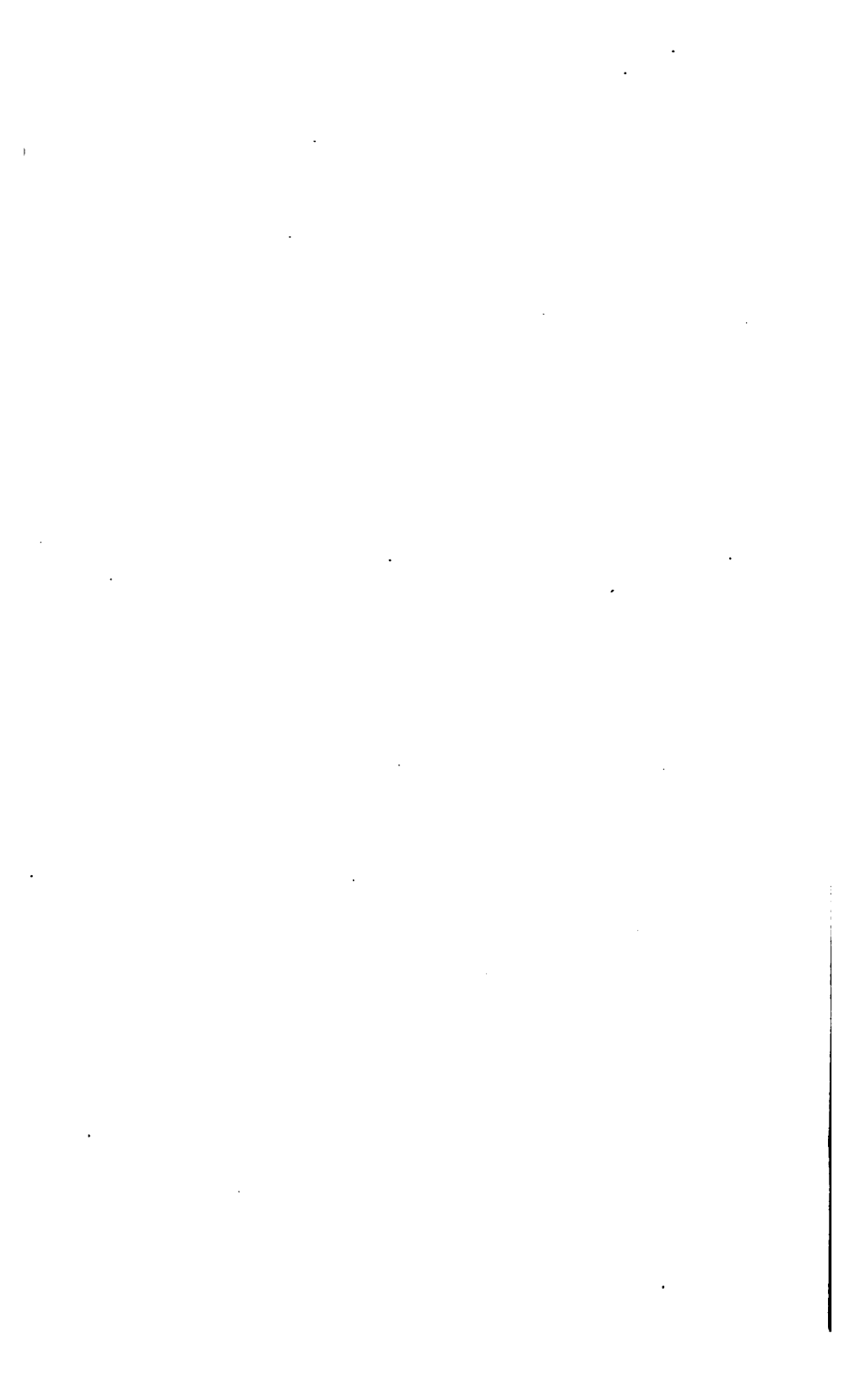
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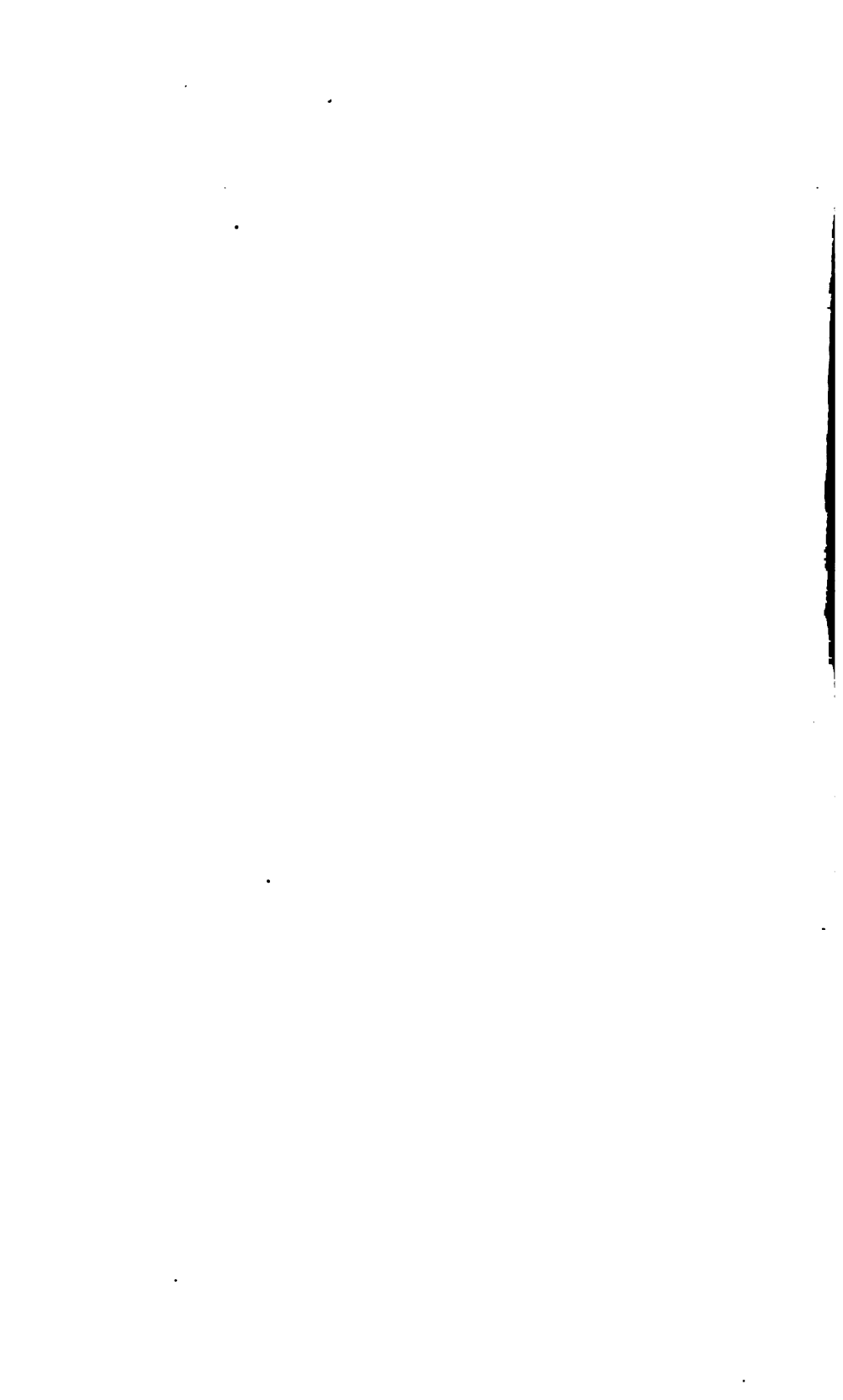


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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1917, No. 35



THE TOWNSHIP AND COMMUNITY
HIGH SCHOOL MOVEMENT
IN ILLINOIS

By HORACE A. HOLLISTER

PROFESSOR OF EDUCATION AND HIGH SCHOOL VENTUR
UNIVERSITY OF ILLINOIS



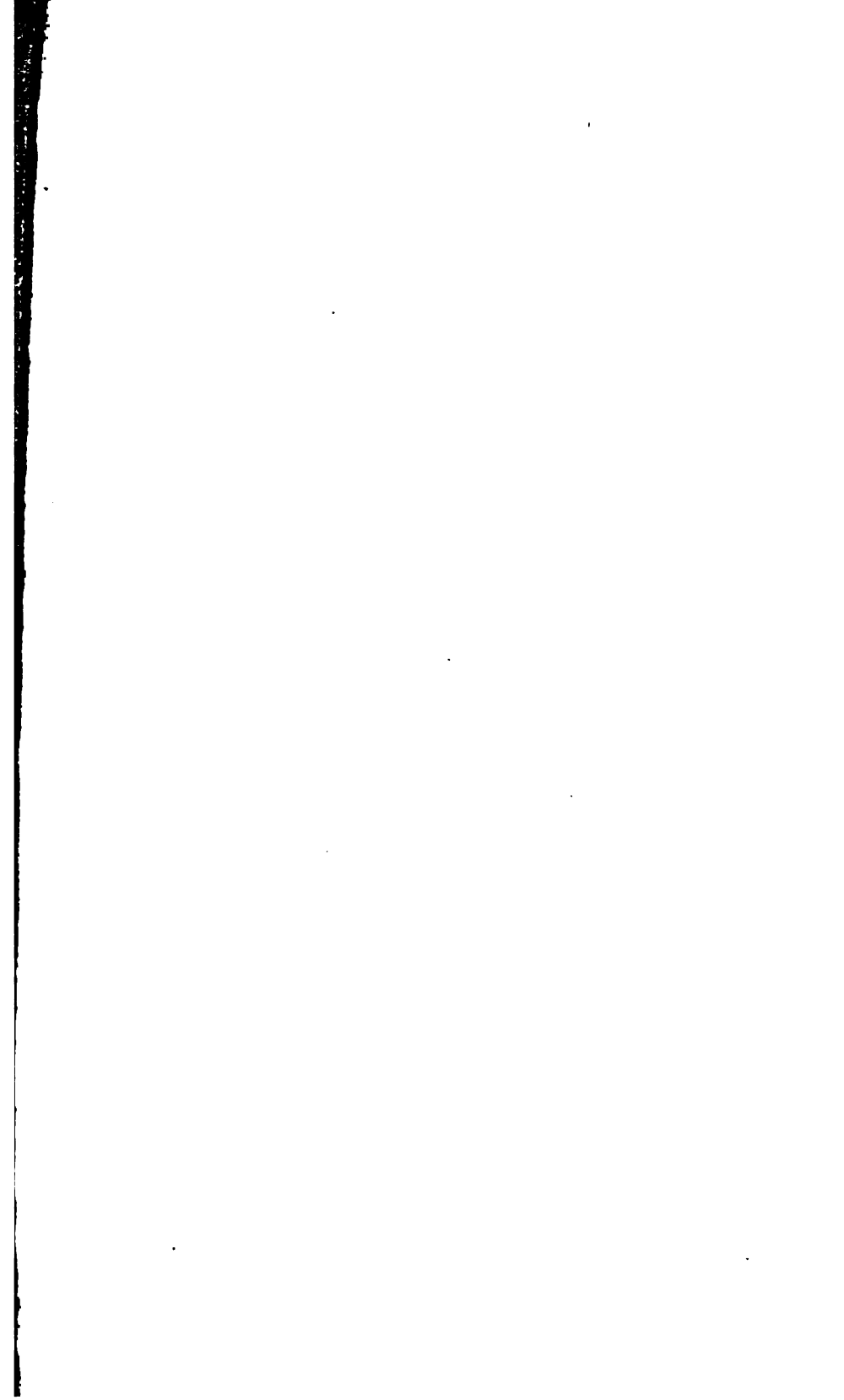
WASHINGTON
GOVERNMENT PRINTING OFFICE
1917

BULLETIN OF THE BUREAU OF EDUCATION FOR 1917.

Notes.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had at the Superintendent of Documents, Government Printing Office, Washington, D. C. upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted.

A list of available publications will be sent upon application.

- *No. 1. Monthly record of current educational publications, January, 1917.
5 cts.
- No. 2. Reorganization of English in secondary schools. J. F. Hoste.
- No. 3. Pine needle basketry in schools. W. C. A. Hammel.
- No. 4. Secondary agricultural schools in Russia. W. S. Jesien.
- No. 5. Report of an inquiry into the administration and support of the Colorado school system. Katherine M. Cook and A. C. Monahan.
- No. 6. Educative and economic possibilities of school-directed home gardening in Richmond, Ind. J. L. Randall.
- No. 7. Monthly record of current educational publications, February, 1917.
- No. 8. Current practice in city school administration. W. S. Duffenbaugh.
- No. 9. Department-store education. Helen R. Norton.
- No. 10. Development of arithmetic as a school subject. W. S. Monroe.
- No. 11. Higher technical education in foreign countries. A. T. Smith and W. S. Jesien.
- No. 12. Monthly record of current educational publications, March, 1917.
- No. 13. Monthly record of current educational publications, April, 1917.
- No. 14. A graphic survey of book publication, 1890-1916. T. B. Woodward.
- No. 15. Studies in higher education in Ireland and Wales. Geo. E. MacLean.
- No. 16. Studies in higher education in England and Scotland. Geo. E. MacLean.
- No. 17. Accredited higher institutions. S. B. Copen.
- No. 18. History of public school education in Delaware. S. H. Weeks.
- No. 19. Report of a survey of the University of Nevada.
- No. 20. Work of school children during out-of-school hours. C. D. Jarvis.
- No. 21. Monthly record of current educational publications, May, 1917.
- No. 22. Money value of education. A. Caswell Ellis.
- No. 23. Three short courses in home making. Garrye A. Lyford.
- No. 24. Monthly record of current educational publications—Index, February, 1916, to January, 1917.
- No. 25. Military training of youths of school age in foreign countries. W. S. Jesien.
- No. 26. Garden clubs in the schools of Englewood, N. J. Charles O. Smith.
- No. 27. Training of teachers of mathematics for secondary schools. R. C. Archibald.
- No. 28. Monthly record of current educational publications, June, 1917.
- No. 29. Practice teaching for secondary school teachers. A. R. Mead.
- No. 30. School extension statistics, 1915-16. Clarence A. Perry.
- No. 31. Rural-teacher preparation in county training schools and high schools. H. W. Foght.
- No. 32. Work of the Bureau of Education for the natives of Alaska, 1915-16.
- No. 33. A comparison of the salaries of rural and of urban superintendents of schools. A. C. Monahan and C. H. Dye.
- No. 34. Institutions in the United States giving instruction in agriculture, 1915-16. A. C. Monahan and C. H. Dye.
- No. 35. The township and community high-school movement in Illinois. H. A. Hollister.
- No. 36. Demand for vocational education in the countries at war. Anna T. Smith.
- No. 37. The conference on training for foreign service. Glen L. Swiggert.
- No. 38. Vocational teachers for secondary schools. C. D. Jarvis.





LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, December 29, 1916.

SIR: The most remarkable feature in the progress of education in the United States within the past decade and a half has been the unprecedented increase of interest in secondary education, the multiplication of high schools and the large increase in the number of high-school students. Until about the beginning of this century interest in the public high school was confined almost wholly to cities and larger towns. Since that time it has extended more and more to the smaller towns, villages, and open country, until there is now free and easy access to good public high schools for a large portion of the rural population, and the tendency is toward universal high-school education for children, both urban and rural. This is a tendency which should be strengthened and encouraged in every possible way. Probably in no State has there been greater progress in the establishment of high schools than in the State of Illinois. I therefore recommend for publication as a bulletin of the Bureau of Education the account transmitted herewith of the township and community high-school movement in Illinois. This account has been prepared by Horace A. Hollister, professor of education and high-school visitor, University of Illinois.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.



THE TOWNSHIP AND COMMUNITY HIGH SCHOOL MOVEMENT IN ILLINOIS.

I. HISTORY OF THE MOVEMENT.

In the twenty-third annual catalogue of the Princeton (Ill.) High School, published in 1890, occurs the following statement under the heading "Historical Sketch":

In the autumn of 1865 the conviction had become quite general that the schools of Princeton were not what they should be, and several meetings of interested parties were had, leading to the appointment of a committee to investigate and report what measures should be taken to improve their efficiency.

The committee decided that a high school was the required instrumentality, and it was thought that under the then existing common-school law the township trustees could form the township into one district for school purposes. The trustees made such an order, and an election was appointed for the 23d of April, 1866, at which time three directors were chosen and the present site determined upon by the votes then cast.

On the 30th of April the directors organized and on the 28th of May adopted plans for building. On the 11th of June the contract for building was made, at a cost of \$45,249, the house to be completed and ready for use June 1, 1867.

The organization of a high-school district under the common-school law was a novelty, and such doubts were expressed as to its legality that a committee was appointed to procure suitable legislative enactment to remove the uncertainty. A bill was prepared and introduced into the general assembly in January, 1867, which became a law and is the charter under which the school has since been operated.

Thus originated the first township high school in the State. The attention drawn to this school by its novelty and by its immediate and marked success led in due time to the enactment of a general law under which eight others have since been organized, two of which are in La Salle County, five in the vicinity of Chicago, and one in Christian County. * * *

For years the Princeton High School has exerted a marked and beneficent influence not only in the township in which it is located but in the county and adjacent region. Its greatest work has been in its wide effect upon the masses which have not passed through its courses, and many of whom have had no contact with it save through the medium of improved public opinion. Standing upon its record of honorable usefulness, the Princeton High School looks confidently to the future. The law under which the school has been administered is as follows:

AN ACT To INCORPORATE THE PRINCETON HIGH-SCHOOL DISTRICT.

SECTION 1. *Be it enacted by the people of the State of Illinois, represented in the general assembly,* That all the territory now included within the boundaries of the township of Princeton, in the county of Bureau and State of Illinois, together with such territory as may be hereafter added thereto, be, and is hereby, established a common high-school district, to be known as the "Princeton High-School District."

SEC. 2. The government, care, and superintendence of the public high schools within said district, and of the funds and estate, both real and personal, belonging to, and which may be hereafter acquired by or conveyed to said district, shall be vested in a board of education of said high-school district.

SEC. 3. The following-named persons, to wit, John H. Bryant, Flavel Bascom, Jacob Critzman, Mathew Trimble, and George O. Ide, shall compose the first board of education of said high-school district until their successors are duly elected and qualified as hereinafter provided. It shall be the duty of said persons, or a majority of them, to assemble within 60 days after the passage of this act at the courthouse in said Bureau County and organize as such board of education by electing one of their number president and one as clerk of said board. They shall appoint a treasurer of said high-school district, and shall have all the powers, and be governed in all other respects by the provisions of this act, so far as the same may be applicable. The said persons, or a majority of them, shall have power to fill vacancies in their number occasioned by declination, disqualification, resignation, death, or removal from said high-school district.

SEC. 4. The persons composing said board of education provided for in the third section of this act shall hold their office as follows: Two of them until the first Tuesday of June, 1868, two until the first Tuesday of June, 1869, and the fifth until the first Tuesday of June, 1870. The respective terms of office of the members of said board appointed and provided for as aforesaid shall be determined by them at their first meeting by casting lots.

SEC. 5. On the first Tuesday of June, 1868, and on the first Tuesday of June annually thereafter an election shall be held to elect successor to those members whose terms of office are then expiring and to fill all vacancies, if any, occurring in said board during the preceding year. The persons elected at such annual elections shall hold their offices for three years, or until the expiration of the unfinished terms which they have been elected to fill, as the case may be.

SEC. 6. The said board of education, or the remaining members thereof, shall have power to fill, until the ensuing annual election in said high-school district, all vacancies in said board occasioned by death, resignation, disqualification, failure to elect, or removal from said district, and to fill by appointment vacancies among the officers of said board occasioned by any of the causes aforesaid. The members of said board and the treasurer appointed by them shall, previous to entering upon their official duties, take an oath, in addition to those prescribed by the constitution of this State, faithfully and impartially to discharge the duties of their respective offices to the best of their abilities.

SEC. 7. Notice of such annual elections shall be given by the clerk of said board by posting written or printed notices of the time, places, and objects of such elections in three of the most public places in said district at least 10 days before such elections are held, and also by publishing a similar notice in some newspaper published in said district by one insertion at least one week previous to the day of election. Said elections shall be held at the usual place for holding general elections in said township, and shall be by ballot. The



A. TAYLORVILLE TOWNSHIP HIGH SCHOOL.



B. FAIRBURY TOWNSHIP HIGH SCHOOL.



A. LA GRANGE TOWNSHIP HIGH SCHOOL.



B. LA GRANGE TOWNSHIP HIGH-SCHOOL BAND.

president of said board and two members thereof, to be selected by said board, shall be judges, and the clerk of said board clerk of such elections; but if any of said officers shall fail to attend or refuse to act the electors assembled shall viva voce choose three judges and a clerk of the election. A poll book shall be kept by the clerk, registering the names of the voters, and the persons receiving the highest number of votes shall be declared elected. In case of a tie in any election the judges of election shall decide the same by casting lots on the day of election. Elections shall be opened at the hour of 10 o'clock a. m. and closed at the hour of 5 o'clock p. m. The judges and clerk shall certify to the board of education the names of the persons so elected members of said board, the term for which they were elected, and the number of votes each person voted for received, and shall return their certificate and said poll book to the said board within 10 days after such election.

SEC. 8. Said board of education is hereby created a body corporate and politic, by the name of the "Board of Education of the Princeton High School District," and by that name may sue and be sued, plead and be impleaded, answer and be answered unto, in all courts and places, contract and be contracted with, and have perpetual succession and a common seal, and the same may alter or change at pleasure. Said board may exercise, in the furtherance of the objects contemplated by this act, all the powers conferred on school trustees of townships or boards of directors of school districts by any law now in force or that may be hereafter enacted. Said board shall have power to receive and hold in any said corporate name all real and personal property that may be conveyed, given, or devised to it for said district, and in the said corporate name to dispose of and convey the same for the benefit of said district. All conveyances of real estate made by said board shall be executed and acknowledged by the president of said board and attested by the corporate seal and by the signature of the clerk: *Provided*, That all such conveyances shall be authorized by a resolution of said board: *And provided further*, That all sales and conveyances of schoolhouses, buildings, and grounds appurtenant thereto shall be first determined by a majority of the votes cast by the electors of said district upon the submission by said board of the question of such sale at an annual election, due notice having been first given as provided in section 7 of this act.

SEC. 9. Said board of education shall have the following additional powers:

First. It shall have power to establish, maintain, and regulate a high school, with the necessary departments, within said district.

Second. To prescribe by regulations the qualifications for admission into said high school and its respective departments of persons residing in said district, free of charge for tuition therein, and also to provide for the admission into the same of persons residing without said district, upon such terms and payment for tuition as said board shall regulate.

Third. To have the custody and control of all high-school property in said district.

Fourth. To erect, hire, or purchase buildings suitable for the purposes of such high school and its necessary departments.

Fifth. To buy or lease sites for such high school and its departments, with its necessary grounds.

Sixth. To purchase, lease, control, adorn, and improve playgrounds or parks adjacent to such high school or its necessary departments.

Seventh. To furnish said high school and its departments with necessary fixtures, furniture, books, apparatus, and libraries, and to provide for the proper care, protection, and maintenance of the same.

Eighth. To employ teachers, determine their duties, and fix the compensation to be allowed them from time to time; and at any regular or special meeting, all the members of said board being present at such special meeting, to dismiss such teachers or any of them for gross immorality, incompetency, or other adequate cause.

Ninth. To direct what studies and branches of learning shall be taught and what textbooks shall be used in said high school and its several departments.

Tenth. To establish departments or different grades in said high school and to make all necessary rules and regulations for the admission and advancement of applicants and pupils and for the government of said high school and its departments; to suspend or expel pupils guilty of refractory, disobedient, or immoral conduct, or possessed of any infectious or contagious disease.

Eleventh. To appoint agents and servants to execute any matter conducive to the interests of said high-school district consistent with this act, and for their services to pay them such reasonable compensation as said board shall fix.

Twelfth. For the purpose of building a high school and other school buildings and additions thereto for the use of said high-school district and of repairing and improving the same and purchasing real estate for such buildings, libraries, apparatus, and other objects contemplated by this act, or of paying indebtedness contracted therefor, it shall be lawful for said board to borrow money at a rate of interest not exceeding 10 per cent per annum and to issue bonds therefor in sums of not less than \$100, which bonds shall be signed by the president and attested by the clerk and seal of said board.

Sec. 10. Said board of education shall have full power, and it shall be its duty, to determine the amount of money needed to maintain said high school and its departments, and to pay all expenses of said district, of every description, for each school year, and to determine the amount of money needed at any time for the purposes of purchasing, leasing, or improving grounds for said high school objects, or of purchasing, leasing, building, finishing, repairing, improving, or extending their said schoolhouses, or of procuring furniture, libraries, and apparatus, or of paying the indebtedness of said high-school district. Said board shall have full power and authority to levy taxes upon all the taxable real and personal property in said district, for the purpose of raising said amounts so determined by it. Said board shall designate the amount of money required for the maintenance and expenses of said high school and its departments for each school year, as aforesaid, "school tax"; and the amount required for any of the other purposes specified in this section, said board shall designate "schoolhouse tax." It shall be the duty of said board to ascertain, at any meeting prior to the second Monday of September, annually, the rate per cent upon the assessment of real and personal property in said high-school district for State and other purposes for that year, needed to be levied to raise the amount of "school tax" determined upon, and what rate per cent upon the same will be needed to raise the amount of "schoolhouse tax" determined upon; which rate or rates shall be certified by the president and attested by the clerk of said board, and returned to the clerk of the county court of said Bureau County on or before the second Monday of September, annually. The certificate or certificates so made may be in the following form, as near as may be: "The board of education of the Princeton high-school district requires the rate of ---- per cent on the dollar to be levied on the taxable property of said district, for the year ----, for the purpose of school tax (or schoolhouse tax, as the case may be). Dated this ---- day of ----, 18.... A. B., president. Attest: C. D., clerk." It shall be the duty of the clerk

of said county court to extend the tax or taxes so certified to him in one column, under the name of "high-school tax," according to said rate or rates upon the book for that year of the collector of taxes for the territory embraced in said high-school district; and the said taxes shall be collected as other taxes are or may be, and, when collected, shall be paid over, on demand, to the treasurer of said district. The said county clerk and collector shall receive for their services the same compensation as now is or may be provided for extending and collecting district school taxes. It is, however, provided that the rate to be levied in any one year for school tax shall not exceed 3 per cent on the assessed valuation of the taxable property of the said district, and that the rate to be levied in any one year for schoolhouse tax shall not exceed 5 per cent on said valuation.

SEC. 11. Said board of education shall hold regular meetings once in each month at such time and place as shall be designated by the rules of said board. Said board shall make, from time to time, all needful rules and regulations for its own government and that of all officers, teachers, and agents elected or appointed by said board, and for the custody, control, care, and management of the school's funds and property belonging at any time to said district.

SEC. 12. Said board shall, annually, at its stated meeting in July, elect a president and a clerk, both of whom shall be members of said board, and who shall hold their offices for one year. Said board shall also, at said meeting, appoint a treasurer of said high-school district, who shall not be a member of said board, and who shall hold his office during the pleasure of said board. The president shall preside at all meetings and perform all other duties required by the rules of said board. The clerk shall record the proceedings of all meetings, the result of all elections held under this act, and the rules and regulations of said board. The said record shall be signed by the president and attested by the clerk; and the same, or certified copies thereof, under the hand of said clerk and the seal of said board, shall be prima facie evidence of the proceedings of said board in all courts and places. Said board may adjourn from time to time, and the president, or any two members thereof, may call special meetings, at such times and in such manner as the rules of said board shall provide. Three members of said board shall constitute a quorum for the transaction of business. In the absence of the president or clerk, the board may appoint a president or clerk pro tem.

SEC. 13. Said board of education may make such rules concerning the duties of the treasurer and the disposition of the funds and other property in his custody as are not inconsistent with this act.

SEC. 14. The treasurer of said high-school district shall execute, within 10 days from his appointment, a bond, with two or more good and sufficient securities, to be approved by said board, which bond shall be filed and recorded by the clerk, shall be made payable to said board in a penalty to be fixed by said board, and conditioned that he will safely keep, and, from time to time pay over, upon the order of said board, all moneys and effects which shall come into his hands or under his control as such treasurer, and will deliver over to his successor in office all books, papers, securities, property, and moneys remaining in his hands, and belonging to said district, and will faithfully discharge the duties of his office according to law and the rules made by said board from time to time. It shall be the duty of said treasurer to receive and keep all moneys due and payable to said district. He shall keep an accurate account of all moneys received and paid out by him, in a record to be kept for that purpose, and shall pay out no moneys or other effects excepting on the order

of said board. He shall retain vouchers for all moneys so paid out, and shall receive upon all moneys paid out on such orders a fee, to be fixed by said board, not exceeding 2 per cent. He shall settle his accounts with said board at the August meeting in each year, and shall produce his books and papers to said board whenever required so to do. All orders on said treasurer shall state for what purpose issued, shall be signed by the president, and registered and attested by the clerk of said board.

Sec. 15. No person shall be eligible to serve as a member of said board, or to vote at any election provided for in this act, or to act as judge or clerk of such election, unless he shall be a resident of said district and have the qualifications of an elector at township elections.

Sec. 16. The said board of education is hereby made the successors in office of the directors of the high-school district organized in the said township of Princeton, and known by the name of "The High School District of Princeton," which said last-named district is hereby merged in the high-school district created by this act. All high-school buildings, property, and real estate belonging to said high-school district of Princeton are hereby conveyed to and vested in said board of education and its successors in office, in fee simple, for the purposes contemplated by this act. It is hereby made the duty of the trustees of schools of said township to execute and deliver to said board of education all conveyances requisite to perfect, in said board of education, the title to all real estate now held in trust by said trustees for the said high-school district of Princeton.

Sec. 17. The said board of education shall have power, and it is hereby directed, to ratify, assume, and carry out all contracts made and entered into by said directors, on behalf of said district for building and other school objects, and, for the purpose of executing such contracts, shall levy taxes and issue bonds as provided in this act.

Sec. 18. Nothing in this act shall be construed as affecting the present organization of the common-school districts in said township, or the control and conduct of the same under the general laws of this State.

Sec. 19. This act shall be deemed a public act, and shall be in force from and after its passage.

Approved, February 5, 1867.

The first graduating class (1870) of the school organized under this special charter had a membership of 15. During the 49 years ending June, 1916, there have passed out of the school 1,065 graduates.

As already noted, the Princeton charter was, in substance, enacted into a general statute in 1872, when a general revision of the school laws of Illinois was made. An amendment enacted in 1879 provided a means of discontinuing high-school districts of this type by vote of the people. Other minor amendments were enacted in 1891, 1897, and 1901, respectively.

A special commission in 1909 recodified the laws governing schools and their establishment. There is nothing to indicate, however, that much serious thought was, at that time, given to the township high-school law. As a result of this codification and the previous amendments, the law now reads as follows:

TOWNSHIP HIGH SCHOOLS.

85.¹ Upon petition of 50 or more legal voters of any school township, filed with the treasurer at least 15 days preceding the regular election of trustees, it shall be the duty of the treasurer to give notice of an election to be held at the next regular election of trustees for the purpose of voting "for" or "against" the proposition to establish a township high school. Notices of such election shall be posted in at least 10 of the most public places throughout the township for at least 10 days before the day of such regular election and may be in the following form:

NOTICE OF ELECTION.

Notice is hereby given that on Saturday, the ——— day of April, 1——, an election will be held at ——— for the purpose of voting "for" or "against" the proposition to establish a township high school for the benefit of township number ———, range number ———. The polls will be opened at ——— o'clock — m., and closed at ——— o'clock — m/

A—— B——,
Township Treasurer.

The ballots of such election shall be canvassed as in other elections, and may have thereon the name of the person or persons whom the voter desires for trustee or trustees of schools.

86. If a majority of the votes cast shall be in favor of establishing a township high school, it shall be the duty of the trustees of schools to call a special election on any Saturday within 60 days, for the purpose of electing a township high-school board of education, to consist of five members, notice of which election shall be given for the same time and in the same manner as provided in the election of trustees of schools. The members elected shall determine by lot, at their first meeting, the length of term each is to serve. Two of the members shall serve for one year, two for two years, and one for three years from the second Saturday of April next preceding their election. At the expiration of the term of office of any member or members, a successor or successors shall be elected, each of whom shall serve for three years, which subsequent election shall be held on the same day and in the same manner as the election of trustees of schools. In case of a vacancy, the board shall call an election without delay, to be held on any Saturday. Within 10 days after this election the members of the township high-school board of education shall meet and organize by electing one of their number president, and by electing a secretary. It shall be the duty of such high-school board of education to establish, at some central point most convenient to a majority of the pupils of the township, a high school for the education of the more advanced pupils.

87. Two or more adjoining townships, or two or more adjoining districts, whether in the same or different townships, may, upon petition of at least 50 legal voters in each of the townships or school districts, or if a school district contains fewer than 150 voters, then by at least one-third of the legal voters of such district, and upon an affirmative vote in each of such townships or districts, at an election held pursuant to the provisions of section 85 of this act, establish and maintain in the manner provided for township high schools, a high school for the benefit of the inhabitants of the territory described in such petition.

¹ The numbers are section numbers of the General School Law.

88. The inhabitants of any territory composed of parts of adjoining townships, who are now maintaining a high school and who have elected a board of education, may create such territory into a high-school district by a petition signed by 50 legal voters of such district and an affirmative vote in such district, and may elect a board of education therefor, as in other high-school districts. When part of a township has been included in a high-school district pursuant to any of the provisions of this act, the remainder of such township not included in any high-school district, shall constitute a township for high-school purposes.

89. Any school district having a population of 2,000 inhabitants or more may, in the manner herein provided for establishing and maintaining a township high school, establish and maintain a high school for the benefit of the inhabitants of such school district, and elect a board of education therefor with the same powers conferred on township high-school boards of education. The territory of such district when so organized for high-school purposes shall constitute a high-school district for high-school purposes distinct and separate from the common-school district having the same boundaries, and the high-school board of education of such high-school district shall have the same power to levy taxes and establish and maintain high schools as township high-school boards of education organized under this act possess, and such taxes shall be in addition to the taxes authorized to be levied by section 189 of this act. All school districts which have heretofore organized under this section, elected a high-school board of education, and are maintaining a high school, shall be regarded as high-school districts distinct and separate from the common-school district having the same boundaries, shall have the same power of taxation as township high-school boards of education organized under this act. A township or part of a township in which there is no township high school may be annexed to an adjacent high-school district organized under this section in the same manner as near as may be as is provided in sections 94, 95, and 96 of this act for the annexation of territory to a township in which a high school has been established.

90. When any city in this State having a population of not less than 1,000 and not exceeding 100,000 inhabitants lies within two or more townships that township in which a majority of the inhabitants of the city reside shall, with the city, constitute under this act a school township for high-school purposes.

91. For the purpose of building schoolhouses, supporting the school, and paying other necessary expenses the territory for the benefit of which a high school is established under any of the provisions of this act shall be regarded as a school district, and the board of education thereof shall in all respects have the power and discharge the duties of school directors for such district.

92. When any district desires to discontinue the high school, the treasurer, upon petition of a majority of the legal voters of the district, filed at least 15 days preceding the regular election of trustees of schools with the treasurer of such district, shall give notice of an election to be held on the day of the regular election of trustees for the purpose of voting "for" or "against" the proposition to discontinue the township high school, which notice shall be given in the same manner and for the same length of time, and in substantially the same form, as the notice provided for in section 85 of this act. The ballots for such election shall be canvassed in the manner provided for in section 85 of this act. If a majority of the votes cast at such election shall be in favor of discontinuing the high school, the trustees of schools shall surrender the assets of the high school to the district fund of the township or townships interested in proportion of the assessed valuation of the townships or parts of townships comprising such district.

93. When any township in any county under township organization shall contain two political towns divided by a navigable stream, as recognized by the United States, each of which shall contain a city of not less than 1,000 nor more than 100,000 inhabitants, each town shall constitute a township under this act for high-school purposes.

94. A township or part of a township in which there is no township high school may be annexed, in the manner hereinafter provided, to an adjacent township in which a township high school has been established. Upon petition of 5 per cent of the legal voters of the territory to be annexed, and of the township to which annexation is desired, filed with the treasurers of the respective townships at least 15 days preceding the regular election of trustees of schools, the respective treasurers shall give notice to the voters concerned that an election for or against annexing the township or part of a township, as the case may be, will be held at the next regular election of trustees of schools in each township by posting notices of such election in at least 10 of the most public places in the territory to be annexed, and in the adjacent township, at least 10 days before the date of such regular election. Such notice may be in the following form, to wit:

HIGH-SCHOOL ANNEXATION.

Notice is hereby given that on Saturday, the —— day of April, 19——, an election will be held at —— for the purpose of voting "for" or "against" the proposition to annex for township high-school purposes the following territory, to wit (here insert the number and range of the township when the whole township is to be annexed, or when part of said township is to be annexed insert the said part of said township), to township No. ——, range No. —— (township having an established high school).

The polls will be opened at —— o'clock —— m. and closed at —— o'clock —— m.

A—— B——,
Treasurer.

When less than the whole of a township is to be annexed only the voters in the territory to be annexed shall have the right to vote, and the trustees of schools shall provide a voting place for that territory and the judges and clerks of such election.

95. If petitions request the township treasurers, respectively, to submit said question at a special election, it shall be the duty of the township treasurers to call the respective elections, as provided in the foregoing sections, for some day and hour not exceeding 30 days from the date of the filing of the petition; and to give at least 10 days' notice of the election, in which event the polls of the election shall be open in at least two polling places and for at least four consecutive hours, and the polling places in the respective townships shall be designated and fixed by the treasurers respectively. If a majority of the votes cast in the township having an established high school, and a majority of the votes cast in the territory to be annexed shall be in favor of the proposition, the township or territory, as the case may be, shall be and become so annexed, and the property in such township or territory shall thereafter be subject to taxation for the support and maintenance of the township high school, including the payment of any bonded indebtedness of such township high school, and interest thereon, thereafter falling due, as fully and to the same extent as is provided by law for the levying of taxes upon property for the support and maintenance of township high schools. The taxes collected from such township or territory annexed for the support and maintenance of a township

88. The inhabitants of any territory composed of parts of adjoining ships, who are now maintaining a high school and who have elected a of education, may create such territory into a high-school district by a p signed by 50 legal voters of such district and an affirmative vote in suc trict, and may elect a board of education therefor, as in other high-scho tricts. When part of a township has been included in a high-school d pursuant to any of the provisions of this act, the remainder of such tow not included in any high-school district, shall constitute a township for school purposes.

89. Any school district having a population of 2,000 inhabitants or more in the manner herein provided for establishing and maintaining a tow high school, establish and maintain a high school for the benefit of ti habitants of such school district, and elect a board of education therefor the same powers conferred on township high-school boards of education. territory of such district when so organized for high-school purposes shal stitute a high-school district for high-school purposes distinct and sep from the common-school district having the same boundaries, and the school board of education of such high-school district shall have the power to levy taxes and establish and maintain high schools as township school boards of education organized under this act possess, and such shall be in addition to the taxes authorized to be levied by section 189 of act. All school districts which have heretofore organized under this se elected a high-school board of education, and are maintaining a high s shall be regarded as high-school districts distinct and separate from the con school district having the same boundaries, shall have the same pow taxation as township high-school boards of education organized under thi A township or part of a township in which there is no township high s may be annexed to an adjacent high-school district organized under thi tion in the same manner as near as may be as is provided in sections 9 and 96 of this act for the annexation of territory to a township in wh high school has been established.

90. When any city in this State having a population of not less than and not exceeding 100,000 inhabitants lies within two or more township township in which a majority of the inhabitants of the city reside shall, the city, constitute under this act a school township for high-school purpo

91. For the purpose of building schoolhouses, supporting the school, and ing other necessary expenses the territory for the benefit of which a school is established under any of the provisions of this act shall be regarded as a school district, and the board of education thereof shall in all respects have the power and discharge the duties of school directors for such district.

92. When any district desires to discontinue the high school, the treasurer, upon petition of a majority of the legal voters of the district, filed at least 15 days preceding the regular election of trustees of schools with the treasurer of such district, shall give notice of an election to be held on the day of the regular election of trustees for the purpose of voting "for" or "against" the proposition to discontinue the township high school, which notice shall be given in the same manner and for the same length of time, and in substantially the same form, as the notice provided for in section 85 of this act. The ballots for such election shall be canvassed in the manner provided for in section 85 of this act. If a majority of the votes cast at such election shall be in favor of discontinuing the high school, the trustees of schools shall surrender the assets of the high school to the district fund of the township or townships interested in proportion of the assessed valuation of the townships or parts of townships comprising such district.

93. When any township in any county under township organization shall contain two political towns divided by a navigable stream, as recognized by the United States, each of which shall contain a city of not less than 1,000 nor more than 100,000 inhabitants, each town shall constitute a township under this act for high-school purposes.

94. A township or part of a township in which there is no township high school may be annexed, in the manner hereinafter provided, to an adjacent township in which a township high school has been established. Upon petition of 5 per cent of the legal voters of the territory to be annexed, and of the township to which annexation is desired, filed with the treasurers of the respective townships at least 15 days preceding the regular election of trustees of schools, the respective treasurers shall give notice to the voters concerned that an election for or against annexing the township or part of a township, as the case may be, will be held at the next regular election of trustees of schools in each township by posting notices of such election in at least 10 of the most public places in the territory to be annexed, and in the adjacent township, at least 10 days before the date of such regular election. Such notice may be in the following form, to wit:

HIGH-SCHOOL ANNEXATION.

Notice is hereby given that on Saturday, the ——— day of April, 19—, an election will be held at ——— for the purpose of voting "for" or "against" the proposition to annex for township high-school purposes the following territory, to wit (here insert the number and range of the township when the whole township is to be annexed, or when part of said township is to be annexed insert the said part of said township), to township No. —, range No. — (township having an established high school).

The polls will be opened at — o'clock — m. and closed at — o'clock — m.

A—— B——,

Treasurer.

When less than the whole of a township is to be annexed only the voters in the territory to be annexed shall have the right to vote, and the trustees of schools shall provide a voting place for that territory and the judges and clerks of such election.

95. If petitions request the township treasurers, respectively, to submit said question at a special election, it shall be the duty of the township treasurers to call the respective elections, as provided in the foregoing sections, for some day and hour not exceeding 30 days from the date of the filing of the petition; and to give at least 10 days' notice of the election, in which event the polls of the election shall be open in at least two polling places and for at least four consecutive hours, and the polling places in the respective townships shall be designated and fixed by the treasurers respectively. If a majority of the votes cast in the township having an established high school, and a majority of the votes cast in the territory to be annexed shall be in favor of the proposition, the township or territory, as the case may be, shall be and become so annexed, and the property in such township or territory shall thereafter be subject to taxation for the support and maintenance of the township high school, including the payment of any bonded indebtedness of such township high school, and interest thereon, thereafter falling due, as fully and to the same extent as is provided by law for the levying of taxes upon property for the support and maintenance of township high schools. The taxes collected from such township or territory annexed for the support and maintenance of a township



A. NEW GYMNASIUM BUILDING, DEERFIELD (HIGHLAND PARK) TOWNSHIP HIGH SCHOOL.



B. PRINCETON TOWNSHIP HIGH SCHOOL, BUREAU COUNTY.

part of the territory described in the petition is situated, shall forthwith order an election to be held for the purpose of voting "for" or "against" the proposition to establish a township high school, by posting notices for at least 10 days in 10 of the most public places throughout the township or territory, which notices may be substantially as follows:

NOTICE OF ELECTION.

Notice is hereby given that on — the — day of —, 1—, an election will be held at — for the purpose of voting "for" or "against" the proposition to establish a township high school for the benefit of the inhabitants of township (or territory) —. The polls will be opened at — o'clock — m., and closed at — o'clock — m.

A — B —,

County Superintendent.

In townships divided equally by county lines, the elections shall be in charge of the superintendent of schools of the county in which the sixteenth section is situated.

3. The elections required by this act shall be conducted by the trustees of schools, boards of education, or boards of directors designated by the county superintendent of schools, to whom all returns shall be made within five days. The ballot shall be in substantially the following form, to wit:

For the establishment of a township high school.....	
Against the establishment of a township high school.....	

The voter shall make an X or cross mark in the square following and opposite the proposition favored, and the ballot shall be so counted.

4. If a majority of the votes cast shall be in favor of establishing a township high school, the county superintendent of schools shall forthwith order an election to be held within 30 days, for the purpose of selecting a township high-school board of education to consist of a president and six members, by posting notices for at least 10 days in 10 of the most public places throughout the township or territory, which notices may be substantially as follows:

NOTICE OF ELECTION.

Notice is hereby given that on — the — day of — an election will be held at — for the purpose of electing a township high-school board of education, to consist of a president and six members. The polls will be opened at — o'clock — m., and closed at — o'clock — m.

A — B —,

County Superintendent.

Two of the members shall be elected for one year, two for two years, and two for three years, and each year thereafter two members shall be elected to serve for three years. The president shall be elected annually. All subsequent elections shall be held on the second Saturday of April, annually.

5. For the purpose of supporting a high school, the township or territory for the benefit of which a high school is established under the provisions of this

act shall be regarded as a school district, and the board of education thereof shall, in all respects, have the powers and discharge the duties of boards of education elected under the general school law.

6. The inhabitants of any contiguous and compact territory, whether in the same or different townships, upon a petition signed by at least 50 legal voters and an affirmative vote in such territory, may establish, in the manner provided by this act, a township high school for the benefit of the inhabitants of the territory described in the petition.

7. A school district or any part thereof adjoining a high-school district organized pursuant to this act may be annexed to such high-school district and become a part thereof by a concurrent resolution adopted by the boards in each district. Before the resolution shall take effect, however, the proposition shall be submitted, under the provisions of this act, to a vote of the people of the territory desiring annexation, and a majority of the votes cast shall be required in order to adopt such resolution.

Approved, June 6, 1911.¹

By an act approved June 26, 1915, section 8 was added, to read as follows:

SEC. 8. When any entire high-school district desires to discontinue the township high school the county superintendent, upon the receipt of a petition signed by a majority of the legal voters of the said district shall forthwith order an election to be held in the manner provided by this act for the purpose of voting "for" or "against" the proposition to discontinue the township high school. If two-thirds of the ballots cast at the election shall be in favor of discontinuing the township high school, the county superintendent shall direct the high-school board of education to discharge all outstanding obligations and to distribute the remainder of the assets of the high-school district to the underlying districts and parts of districts in proportion to the assessed valuation of all the property of such districts and parts of districts: *Provided*, That an election to discontinue the township high school shall not be called within the period of two years from the establishment of such township high school, nor within a period of two years following any such election called to discontinue the township high school. When a township high school shall be discontinued by an order of any court of competent jurisdiction the assets of the high-school district shall be distributed in the manner provided by this section.

This law is seen to differ from the original township law in that the administration of steps in organization is put into the hands of the county superintendent of schools. It is no longer a township law, correctly speaking, but a union district or community high-school law.

The act evidently provides for two different types of districts. The first has for its nucleus a township containing an organized district in a city under the definition of Illinois law. The second, under section 6, permits the organization of any "contiguous and compact territory" into a district for high-school purposes.

¹ By a decision of the Supreme Court of the State of Illinois rendered at its October, 1916, session the law of 1911 as given above was declared unconstitutional. This decision affected nearly 200 organized districts. In an addendum by the court it was stated that these districts, where organized and in operation, might presumably be considered as de facto districts.

THE NEW HIGH-SCHOOL LAW OF 1917.

Fortunately the State legislature has this year passed a new law for community high schools as an amendment to the general school law which is, in many ways, superior to the law of 1911. This new law not only provides for the organization of high-school districts but also creates a district for the purpose of paying high-school tuition. This tuition-paying district includes all the non-high-school territory of a county. The law also provides for an ex officio county board whose function is to readjust high-school district boundaries.

Following is the text of the new law :

AN ACT To amend sections 88, 89, 90, 91, 92, 93, 94, 95, and 96 of an act entitled "An act to establish and maintain a system of free schools," approved and in force June 12, 1909, as subsequently amended, and to repeal conflicting statutes.

SECTION 1. *Be it enacted by the people of the State of Illinois, represented in the general assembly:* That sections 88, 89, 90, 91, 92, 93, 94, 95, and 96 of an act entitled "An act to establish and maintain a system of free schools," approved and in force June 12, 1909, as subsequently amended, be amended so that said sections shall read as follows :

"SEC. 88. The inhabitants of any territory composed of parts of adjoining townships or of a congressional township and parts of one or more adjoining townships may create such territory into a high-school district by a petition signed by at least 50 legal voters and an affirmative vote in such territory, and may elect a board of education therefor, as in other high-school districts. When part of a township has been included in any high-school district pursuant to any of the provisions of this act, the remainder of such township, not included in any high-school district, shall constitute a township for high-school purposes.

"When any city in this State having a population of not less than 1,000 and not exceeding 100,000 inhabitants lies within two or more townships, that township in which a majority of the inhabitants of the city reside shall, with the city, constitute under this act a school township for high-school purposes.

"When any township in any county under township organization shall contain two political towns divided by an unbridged navigable stream as recognized by the United States, each of which shall contain a city of not less than 1,000 nor more than 100,000 inhabitants, each town shall constitute a township under this act for high-school purposes.

"SEC. 89. Upon the receipt of a petition signed by 50 or more legal voters residing in any compact and contiguous territory described in said petition, whether in the same or different townships, the county superintendent of schools of the county, in which the territory or the greater part thereof described in the petition is situated shall order an election to be held for the purpose of voting 'for' or 'against' the proposition to establish a community high school, by posting notices for at least 10 days in 10 of the most public places throughout the territory described in the petition, which notices may be substantially in the following form :

"NOTICE OF ELECTION.

"Notice is hereby given that on ——— the ——— day of ———, 19—, an election will be held at ——— for the purpose of voting for or against the proposition to establish a community high school for the benefit of the inhabit-

ants of the following described territory: _____. The polls to be opened at _____ o'clock — m. and closed at _____ o'clock — m.

"A _____ B _____,

"County Superintendent.

"Said community high-school district shall be formed, as far as practicable, about a community center, and have sufficient territory, assessed valuation, and prospective high-school pupils to form a satisfactory and efficient high school, and it shall be the duty of the county superintendent of schools before calling the election to consider the form, size, and assessed valuation of the proposed high-school district and the number of prospective high-school pupils in the same, and if in his judgment the proposed district does not meet the requirements heretofore specified in this section he may refer the petition back to the petitioners with recommendations as to changes before he calls the election, or he may deny the prayer of the petition: *Provided, however*, That in forming these high-school districts, existing school districts shall not be divided by high-school district boundaries, except where, in the judgment of the county superintendent of schools of the county in which the larger part of the proposed high-school district lies, it is necessary in order to make a compact and satisfactory high-school district.

"If a majority of the votes cast at said election shall be in favor of establishing a community high school, the county superintendent shall forthwith order an election to be held within 30 days for the purpose of electing a community high-school board of education to consist of five members. The members elected shall determine by lot at the first meeting the length of term each is to serve. Two of the members shall serve for one year, two for two years, and one for three years, from the third Saturday of April next preceding their election. At the expiration of the term of office of any member or members the successor or successors shall be elected, each of whom shall serve for three years, which subsequent election shall be held on the third Saturday in April. The manner of holding elections shall be governed by sections 128 and 128a of the general school law. In case of a vacancy the remaining members shall fill said vacancy by appointment until the next regular election. Within 10 days after their election the members of the community high-school board of education shall meet and organize by electing one of their number president and by electing a secretary. It shall be the duty of such board of education to establish at some central point most convenient to a majority of the pupils of the district a community high school providing for four years of high-school work: *Provided however*, That if a majority of the votes cast at said election shall be against the establishment of a community high school there shall not be another election held for a like purpose for a period of one year. The expense of all elections called by the county superintendent of schools under the provisions of this act shall be paid by the county.

"SEC. 90. An ex officio board composed of the county superintendent of schools, the county judge, and county clerk may in its discretion change the boundaries of any township or community high-school districts so as—

"First. To detach territory from one high-school district and add the same to another high-school district when petitioned by two-thirds of the legal voters residing within the territory described in the petition asking that said territory be detached from one high-school district and added to an adjacent high-school district, or when petitioned by a majority of the legal voters of each high-school district.

"Second. To create a community high-school district from territory belonging to one or more high-school districts when petitioned by two-thirds of the

legal voters residing within the territory described in the petition asking that such territory be created into a new community high-school district.

"Third. To detach territory from a high-school district and add the same to a nonhigh-school district when petitioned by two-thirds of the legal voters residing within such territory.

"Fourth. To annex territory not within a high-school district to a high-school district upon petition of two-thirds of the legal voters residing within such territory.

"Fifth. To create a community high-school district from territory belonging to one or more high-school districts, together with territory from a nonhigh-school district when petitioned by a majority of the legal voters residing within each of respective districts and nonhigh-school territory above described.

"If the districts involved in the change of boundaries lie in two or more counties the change may be made by the concurrent action of the ex officio boards of said counties.

"In all cases involving the change of boundary of high-school districts an appeal may be taken to the superintendent of public instruction, and the superintendent of public instruction, on appeal, shall have authority to order a change in boundaries of all abnormal high-school districts with a view of making each high-school district consist of compact and contiguous territory comparatively easy of access to all the pupils of the district and to the end that justice shall be done.

"The ex officio board vested with power to change the boundaries of any township or community high-school district shall, after the filing of any petition as provided above, give thirty days' public notice, by posting in at least five public places in each district whose boundaries are to be affected, of a public hearing upon such petition, and at such hearing the ex officio board shall hear objections, if any, against such proposed change.

"Within ten days after a high-school district has been established under the provisions of this act or after any change is made in the boundaries of any district or districts the county superintendent of schools shall make and file with the county clerk a map of the high-school district or districts established or involved in any change of boundaries.

"Within thirty days of the election of the board of education of a high-school district as contemplated by this act, the county superintendent of schools shall file in the office of the county clerk a transcript certified to by him showing all the steps taken and proceedings had in the organization of said high-school district.

"If any high-school district organized under any of the provisions of this act, or organized under any statute in force at the time of its organization, or legalized by any statute, shall for one year fail to maintain a recognized high school it shall be the duty of the ex officio board of the county in which the larger part of the district lies to dissolve said high-school district and attach the territory of the district to other high-school districts, or to nonhigh-school districts, or in part to both. All funds or property of such district shall be distributed by the county superintendent of schools as provided in section 92 of this act.

"The necessary traveling expenses of the ex officio board shall be paid by the county.

"Sec. 91. For the purpose of building schoolhouses, conducting and supporting the high school and paying all necessary expenses, the territory for the benefit of which a high school is established under any of the provisions of this act, and all high-school districts organized under any statute in force at the time of their organization, and all high-school districts legalized by statute,

shall be regarded as school districts, and the board of education of each of said high school districts shall in all respects have the powers and discharge the duties of boards of education elected under the general school law: *Provided, however,* That in all elections held under the provisions of this act the board of education shall have the power to establish a suitable number of voting precincts for the accommodation of voters of the district in which said election is held, and shall fix the boundaries of said precincts, and designate one polling place in each, which precincts shall be composed of contiguous territory in as compact form as may be for the convenience of the electors voting therein. Said board shall appoint two judges and one clerk for each polling place, assigning so far as practicable at least one member of such board to each polling place. Notice of all such elections shall be in the form now prescribed by law and be posted by the said board of education in at least 10 of the most public places in each of said voting precincts at least 10 days previous to the day of election.

"Sec. 92. When the inhabitants of any township or community high-school district desire to have said district discontinued, the county superintendent of schools of the county in which said district or the larger portion thereof is situated, upon receipt of a petition signed by 50 legal voters of said district, shall forthwith order an election to be held in the manner provided in section 89 of this act for the purpose of voting for or against the proposition of discontinuing the high school named in said petition. If two-third of the ballots cast at said election shall be in favor of discontinuing the high school, the county superintendent of schools shall direct the high-school board of education to discharge all outstanding obligations, to distribute the remainder of the assets of the high-school district to the underlying school districts and parts of districts in proportion to the assessed valuation of all the property of such school districts and parts of districts: *Provided,* That the election called to vote upon the proposition of discontinuing a high school shall not be called within the period of two years from the establishment of such high-school district, nor within a period of two years following any such election called to vote upon the proposition of discontinuing such high school. When a high school shall be discontinued by order of any court of competent jurisdiction, the assets of said high-school districts shall be distributed in the manner provided by this section.

"Sec. 93. In each county of the State, all the territory of the county not included in a township high-school district, or a community high-school district, or a district maintaining a recognized four-year high school, shall be organized into a nonhigh-school district for the purpose of levying a tax to pay the tuition of all eighth grade graduates residing in such nonhigh-school district, including pupils attending a recognized two or three year high school conducted by a local school district. The board of education for said nonhigh-school district shall be constituted as follows: The county superintendent of schools shall be an ex officio member of said board and secretary thereof, but he shall have no vote. The remaining members of the nonhigh-school district board shall be elected as follows: On or before August 1, 1917, the county superintendent of schools shall call an election for the purpose of electing three members of the board of education of said nonhigh-school district, and shall designate a sufficient number of precincts and polling places and select the judges and clerks for such election. At the first meeting of said board the length of the term of each of the said three elected members shall be determined by lot. One of said members shall serve for one year, one for two years, one for three years from the third Saturday of April next preceding their election. At the expiration of the term of office of any elected member or members a successor

or successors shall be elected, who shall serve for three years. Each subsequent election shall be held on the third Saturday in April. In case of vacancy in the said board of education the remaining members shall fill the vacancy by appointment until the next annual election. Within 10 days after the election the members of said board of education shall meet and organize by electing one of their number president. The nomination of candidates for members of the board of education for the nonhigh-school district shall be made only by petition. All nominating petitions shall be filed with the county superintendent of schools at least 15 days before the date of election. All petitions shall be signed by at least 50 legal voters of the district. The names of the candidates shall be printed on the ballot in the order in which the petitions are filed with the county superintendent of schools. The first election for members of the board of education for the nonhigh-school district shall be held at the polling places of the district comprising the nonhigh-school territory and the judges and clerks of the district election boards shall receive and canvass the ballots and seal and mail them to the county superintendent of schools. The county superintendent of schools shall file the results of said election with the county clerk. The ballots to be used at the election held for the selection of members of the board of education of the nonhigh-school district shall be furnished by the county and shall be in the form prescribed by the county superintendent of schools. Voters shall make a cross mark in the square preceding the name or the names of the candidates of his choice and the ballots shall be so counted. At all subsequent elections in the nonhigh-school districts the vote shall be canvassed by the nonhigh-school board and the results filed with the county clerk. The polling place for subsequent elections in the nonhigh-school district shall be designated by the board of education of the nonhigh-school district. The manner of holding elections shall be governed by sections 126 and 126a of the general school law, except where otherwise specifically directed herein.

"None of the provisions of this act regarding the establishment of nonhigh-school districts shall be construed to prevent the organization of any territory of such nonhigh-school districts, into township or community high school, school districts.

"SEC. 94. The board of education of a nonhigh-school district shall have the following powers and it shall be its duty:

"First. To levy a tax annually upon all the taxable property of such nonhigh-school district not to exceed 1 per cent upon the valuation to be ascertained by the last assessment for State and county purposes, for the purpose of paying the tuition of all eighth-grade graduates residing within such nonhigh-school district attending any two, three, or four year recognized high school. Such tax levy shall be certified and returned to the county clerk on or before the first Tuesday in October. The certificate shall be signed by the president and secretary of the board and may be in the following form to wit:

"CERTIFICATE OF TAX LEVY.

"We hereby certify that we require the sum of \$—— to be levied as a special tax to pay the tuition of graduates of the eighth grade residing in the nonhigh-school district of —— county, on the equalized assessed valuation of the taxable property of our nonhigh-school district.

"Signed this —— day of ——, 19——.

"A——— B———,
"President.
"C——— D———,
"Secretary.

"A failure to certify and return the certificate of tax levy to the county clerk in the time required shall not vitiate the assessment.

"Second. To issue orders on the county treasurer on or before the first Tuesday of May of each year for the payment of the tuition of eighth-grade graduates residing within such nonhigh-school district attending a recognized high school, provided such attendance shall be certified to said board by the board of education of the high school attended. Such orders shall be payable out of any funds belonging to said nonhigh-school district.

"Third. To make such reports as may be required by the State superintendent of public instruction and by the county superintendent of schools.

"Fourth. To pay election expenses and other necessary incidental expenses out of the funds of the nonhigh-school district.

"Sec. 95. The county treasurer shall be the treasurer of the nonhigh-school district of the county. He shall receive and hold all moneys belonging to said district and shall pay out the same upon lawful orders issued by the board of education of said nonhigh-school district. He shall report to the secretary of the board of education of the nonhigh-school district on or before the 30th day of June annually the receipts and expenditures of funds belonging to said district and the balance on hand. He shall make annually a complete report to the county superintendent of schools, including therein whatever statistics may be required by the county superintendent and shall perform such other duties in connection with the nonhigh-school district as are performed by the township treasurers for school districts as required by the general school law.

"Sec. 96. Upon the approval of the county superintendent of schools any high-school pupil may attend a recognized high school more convenient in some district other than the high-school district in which he resides and the board of education of the high-school district in which said pupil resides shall pay the tuition of such pupil: *Provided*, Said tuition shall not exceed the per capita cost of maintaining the high school attended.

"Any eighth-grade graduate residing in a nonhigh-school district may attend any recognized two, three, or four year high school, and his tuition shall be paid by the board of education of the nonhigh-school district in which he resides.

"An eighth-grade graduate in the meaning of this act is any person of school age who gives satisfactory evidence of having completed the first eight grades of school work by presenting a certificate of promotion issued by the home school board, or by passing an examination given by the county superintendent of schools or by passing an examination given by the school attended.

"A recognized high school in the meaning of this act is any public high school providing a course of two or more years of work approved by the superintendent of public instruction.

"The tuition paid shall in no case exceed the per capita cost of maintaining the high school attended, excluding therefrom interest paid on bonded indebtedness, which shall be computed by dividing the total cost of conducting and maintaining the said high school by the average number of pupils enrolled, including tuition pupils."

SEC. 2. An act entitled "An act to provide high-school privileges for graduates of the eighth grade," approved June 26, 1913, in force July 1, 1913, and all other acts and parts of acts in conflict with the provisions of amending act are hereby repealed.

Approved June 26, 1917.

Thus there has developed in the State of Illinois a unique group of strong high schools, several of which, like the Princeton, Joliet,



A. SCENE FROM JUNIOR PLAY, LA SALLE-PERU TOWNSHIP HIGH SCHOOL.



B. CLASS IN CEMENT AND CONCRETE, LA SALLE-PERU TOWNSHIP HIGH SCHOOL.

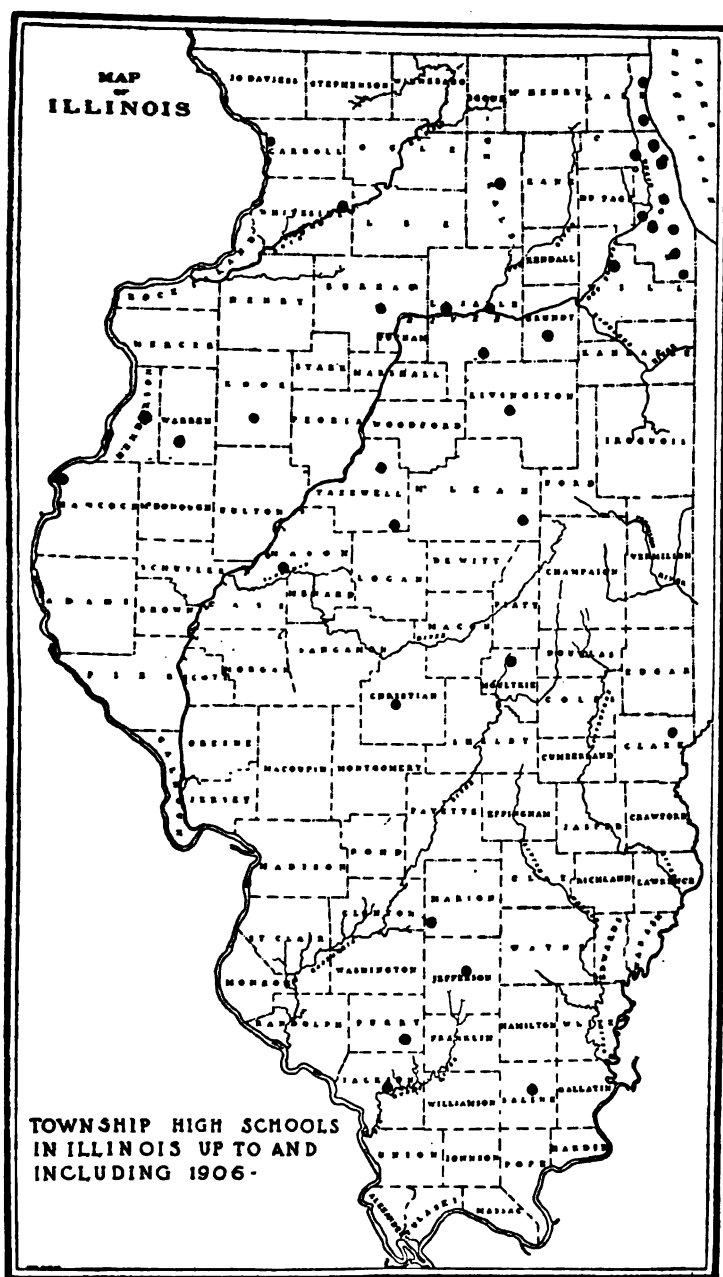


A. POLISH BOY SCOUTS, LA SALLE-PERU TOWNSHIP HIGH SCHOOL.



B. GIRLS' DOLL CLASS, LA SALLE-PERU TOWNSHIP HIGH SCHOOL.

La Salle-Peru, Oak Park, Evanston, New Trier, Dekalb, and others, have attained a nation-wide reputation. In the southern portion



of the State, where, under the general school law, high schools of any consequence were practically impossible, the township and com-

munity high school laws have brought about the organization of a group of fine schools. Among these the following are to be found on the accredited list of the North Central Association of Colleges and Secondary Schools: Belleville, Bridgeport, Centralia, Collinsville, Duquoin, Flora, Harrisburg, Lawrenceville, Marshall, Mount Vernon, Murphysboro, and Robinson.

In the central part of the State which is very rich as an agricultural district the movement has been more conservative. Yet here, too, the past three or four years have witnessed very rapid developments. It has remained for this section to emphasize the idea of organizing entire counties, practically, into high-school districts. The counties which have made the most notable progress in this respect are: Champaign, Coles, Douglas, Ford, Iroquois, Macon, Macoupin, Moultrie, Piatt, Sangamon, Vermilion. Other counties a little to the north of central Illinois which have been largely organized are: Henry, Kankakee, La Salle, Livingston, Woodford. Cook County, in the northeastern part, is the most notable case outside of the central region. The accompanying maps and the table of distribution by counties will more fully illustrate this point. A few maps of counties most completely organized are also presented.

LIST OF TOWNSHIP AND COMMUNITY HIGH SCHOOLS OF ILLINOIS BY COUNTIES.¹

COUNTIES.

Adams—Mendon.

Alexander—Thebes.

Boone—Capron.

Bureau—Buda, Bureau, Manlius, Neponset, Ohio, Princeton, Spring Valley, Tiskilwa.

Carroll—Savanna.

Champaign—Dewey, Homer, Ivesdale, Longview, Ludlow, Rantoul, Sidney.

Christian—Assumption, Pana, Taylorville.

Clark—Casey, Marshall, Westfield.

Clay—Flora.

Coles—Ashmore, Fair Grange, Mattoon, Oakland, Rardin.

Cook—Arlington Heights, Blue Island, Calumet, Chicago Heights, Cicero, Des Plaines, Evanston, Harvey, Kenilworth, La Grange, Lemont, Maywood, Mount Prospect, Oak Park, Palatine, Riverside.

Crawford—Hutsonville, Oblong, Palestine, Robinson.

Cumberland—Neoga.

Dekalb—Dekalb, Rollo, Sandwich.

Dewitt—Farmer City, Kenney, Waynesville, Weldon.

Douglas—Arcola, Murdock, Newman, Tuscola, Villa Grove.

Dupage—Glenn Ellyn, Hinsdale.

Edgar—Chrisman, Dudley, Hume, Metcalf.

Edwards—Bone Gap.

Effingham—Shumway, Teutopolis.

¹ In each case the name given is that of the post office. The list is as of Sept. 30, 1913.

Ford—Cabery, Gibson City, Kempton, Paxton, Roberts, Sibley.
 Franklin—Benton.
 Fulton—Avon.
 Gallatin—Equality.
 Grundy—Coal City, Gardiner, Mazon.
 Hancock—Nauvoo.
 Henderson—Biggsville, Oquawka, Stronghurst, Terre Haute.
 Henry—Annawan, Geneseo, Wethersfield, Woodhull.
 Iroquois—Chebanse, Donovan, Martinton, Milford, Onarga, Stockland, Wellington.
 Jackson—Murphysboro.
 Jasper—St. Marie, Willow Hill.
 Jefferson—Mount Vernon.
 Jersey—Jerseyville.
 Johnson—Vienna.
 Kankakee—Aroma Park, Buckingham, Essex, Reddick.
 Knox—Abingdon, Altona, Gilson, Oneida, Wataga, Williamsfield, Yates City.
 Lake—Antioch, Highland Park, Libertyville, Wauconda, Waukegan.
 La Salle—Dana, La Salle-Peru, Mendota, Ottawa, Rutland, Seneca, Streator, Tonica.
 Lawrence—Bridgeport, Lawrenceville.
 Lee—Amboy, Lee, Steward.
 Livingston—Chatsworth, Cullom, Dwight, Fairbury, Forrest, Pontiac, Saunemin.
 Logan—Mount Pulaski.
 Macon—Argenta, Long Creek, Maroa, Mount Zion, Oreana, Warrensburg.
 Macoupin—Benld, Dorchester, Girard, Medora, Virden.
 Madison—Collinsville.
 Marion—Centralla.
 Marshall—Henry, La Rose, Sparland, Toluca, Varna.
 Mason—Kilbourne.
 McDonough—Industry.
 McLean—Bellflower, Carlock.
 Montgomery—Nokomis.
 Morgan—Waverley.
 Moultrie—Allenville, Arthur, Bethany, Dalton City, Gays, Lovington, Sullivan.
 Ogle—Rochelle.
 Peoria—Chillicothe, Elmwood, Trivoli.
 Perry—Du Quoin.
 Piatt—Atwood, Bement, Cisco, Deland, La Place, Monticello.
 Pulaski—Mounds.
 Putnam—Hennepin, Hopkins, John Swaney, McNabb, Magnolia.
 Randolph—Sparta.
 Richland—Olney.
 Rock Island—East Moline.
 Saline—Eldorado, Harrisburg.
 Sangamon—Auburn, Divernon, New Berlin, Pawnee, Pleasant Plains, Williams-ville.
 Stark—La Fayette, Toulon.
 St. Clair—Belleville, Marissa.
 Tazewell—Armington, Mackinaw, Morton.
 Vermilion—Allerton, Alvin, Armstrong, Bismarck, Catlin, East Lynn, Ellis, Georgetown, Humrick, Muncie, Newell, Potomac, Rankin, Ridge Farm, Sidell, Westville.

Warren—Roseville.

Washington—Ashley.

White—Carmi.

Whiteside—Sterling.

Will—Braidwood, Joliet, Lockport.

Williamson—Herrin, Marion.

Woodford—El Paso, Eureka, Low Point, Metamora, Roanoke, Spring Bay, Washburn.

There are still 27 counties in which no township or community high-school districts have been organized. This means that 72 per cent of all the counties of the State have one or more such schools. The largest number in any county is 16 each in Vermilion and Cook counties. The total number organized up to September 30, 1916, according to reports from county superintendents, is 242. Some of these are probably disqualified under the recent decision of the supreme court previously referred to. Most of the districts disqualified under the court decision were validated by special legislative enactment under date of June 14, 1917.

The strength which has been added to the high-school work of the State as a result of the organization of these schools must be readily apparent to those familiar with high-school work. Following is a list of the most important results attained by this method of high-school organization:

1. The union of town and country in maintaining a truly democratic high school with equal opportunities, according to talent or inclination, for the children of all classes.

2. It thus offers the best possible method of providing free high-school privileges, as it involves the participation of all classes in management as well as in maintenance.

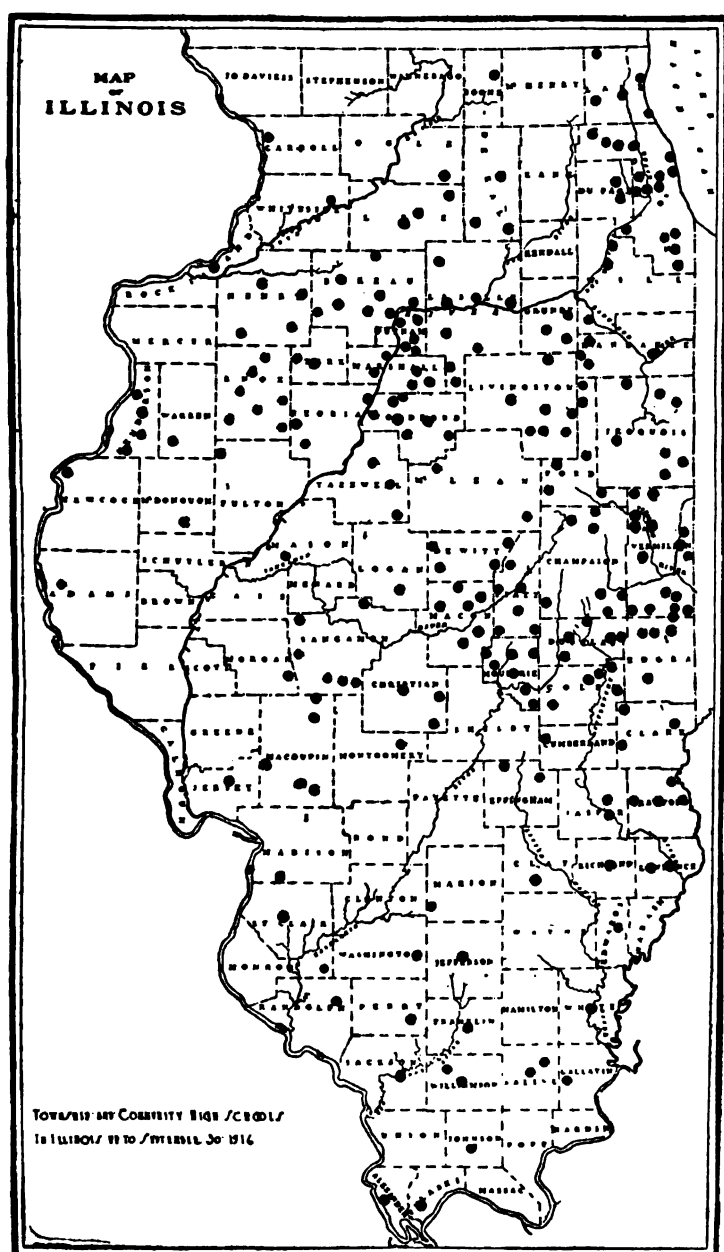
3. It provides sufficient resources, without excessive cost to the individual, for maintaining a well-equipped and broadly organized school.

4. It greatly increases facilities in the State for the preparation of a sufficient number of reasonably well qualified teachers for the rural schools.

5. By laying a foundation for fuller cooperation in maintaining schools it prepares the way for complete consolidation of rural schools, and establishes a logical basis for their more complete supervision.

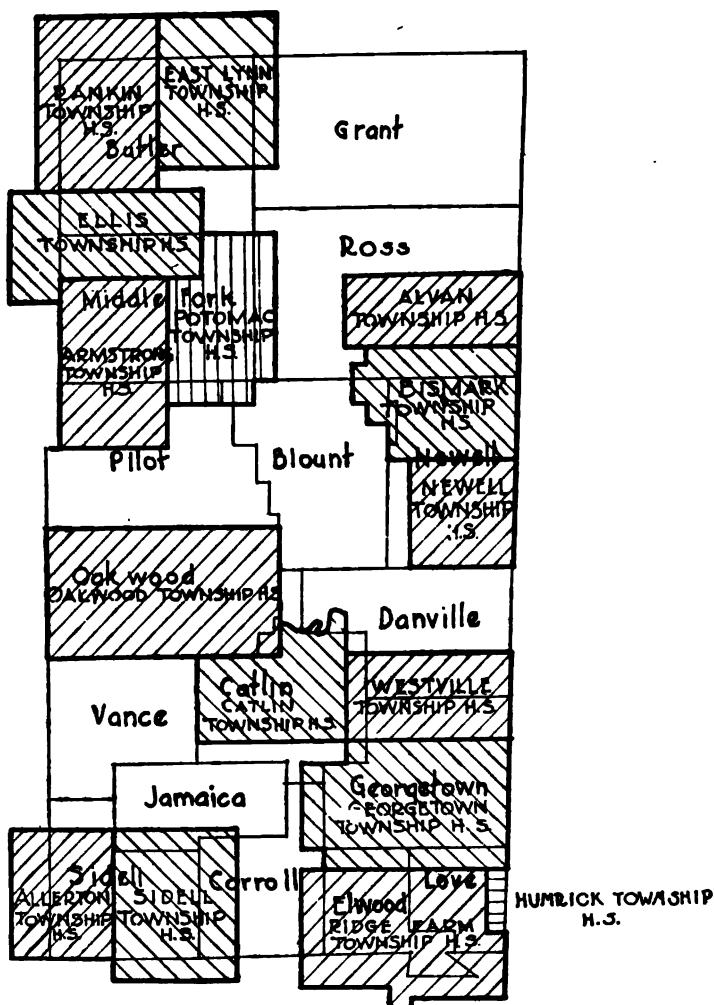
6. It furnishes a strong community center for carrying forward those broader educational interests lying outside of the regular school program for the education of the children only.

The two letters which follow are expressive of what this more complete organization of high-school service in counties can do for



Township and community high schools in Illinois up to September 30, 1916.

the rural schools of the State. (See also maps of these two counties elsewhere in this bulletin.)



VERMILION COUNTY

A county showing 16 high-school districts representing four-sevenths of the entire county. There are also three good city high schools. Danville, Hoopeston, and Rossville not included in this territory. (The organized territory on this and the three maps following is shown by the hatched surface.)

DANVILLE, ILL., October 7, 1916.

DEAR SIR: In reply to your question concerning the advantages accruing to the elementary schools by reason of a larger number of high-school organizations, my answer is as follows:

(1) Greater interest of the pupils of the rural schools in their work. Because the pupils have an accredited high school close at hand, they are interested in graduating from the eighth grade in order that they may enter the high

school. Retarded pupils in the rural schools are becoming the exception now, whereas before the coming of the high school they were the rule.

(2) Because the schools are convenient to all the children, those wishing to teach are completing the high-school course before entering the teachers' examinations. This is raising the standard of preparation of the rural teachers.

(3) The high schools through their short courses are reaching the rural communities in every section of the county. This is bringing about improved rural conditions. More attention is being given to rural sanitation. Interest is being created in soil conservation. The high school and the rural school are working together to make the farm the ideal place to live.

Very respectfully,

OTIS P. HAWORTH,
County Superintendent of Schools,
Vermillion County, Ill.

EUREKA ILL., October 9, 1916.

DEAR MR. HOLLISTER. Replying to your letter of October 5, I am pleased to report that there is a gradual but constant increase in the number of qualified teachers. I think this is partly due to the increased efficiency of the high schools of this county, and partly to the higher ideals these high schools have aided in developing.

The raising of the standard of high-school work has also served to raise the standard of work in the elementary schools. Teachers know that unless the work is well done in the grades their pupils will not do well in high school, and it supplies an additional incentive for faithful labor.

Yours, truly,

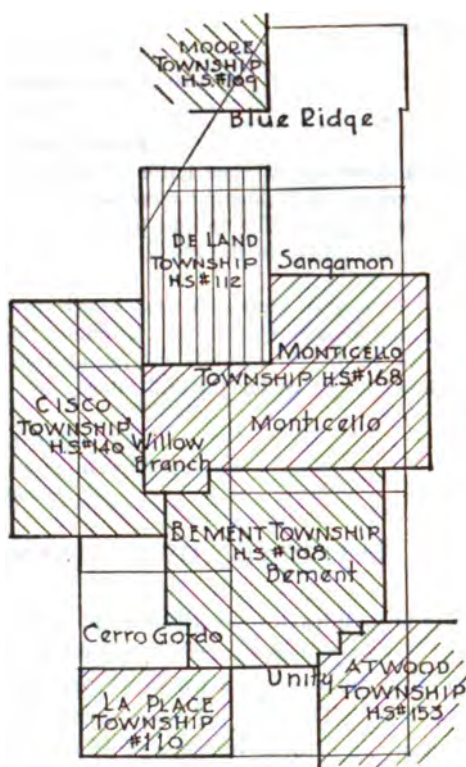
ROY L. MOORE,
County Superintendent of Schools,
Woodford County, Ill.

II. MATERIAL ADVANTAGES.

A more detailed consideration of advantages will also reveal some interesting facts. Take, for instance, the problem of a suitable material equipment for the organization and operation of a modern composite high school. The larger community in cooperation can easily do what would be utterly impossible if the burden of original development and upkeep is left to the cities and towns alone.

As a first illustration, the numerous villages representing the suburban district of Chicago will serve. In the districts tributary to the following list of high schools (all of them great schools) are included in each case several villages, towns, or small cities. Taken alone it was impossible for these more or less isolated communities to maintain high schools of their own. They could not compete with the strong pull of the city. But under township organization the case is different.

Name.	Number of teachers.	Enrollment.	Cost of building.
Evanston Township.....	30	926	\$200,000
La Grange (Lyons Township).....	27	468	100,000
Highland Park (Deerfield Township).....	23	406	419,391
Cicero (J. Sterling Morton Township).....	40	558	140,000
Kenilworth (New Trier Township).....	37	708	400,000
Harvey (Thornton Township).....	26	410	250,000
Oak Park and River Forest Township.....	58	1,342	534,973
Des Plaines (Maine Township).....	18	302	90,000
Maywood (Proviso Township).....	26	512	190,000



PIATT COUNTY

Seven-tenths of the territory of Piatt County is organized. Five of the seven districts indicated are only partially included in this county.

Take, again, a group of towns under separate corporate or district organization but united for high-school purpose under the township law:

Name.	Number of teachers.	Enrollment.	Cost of plant.
La Salle-Peru-Oglesby.....	19	367	\$200,000
Sterling.....	14	288	50,000
Taylorville.....	14	357	75,000



FIRST AID TO THE INJURED—LA SALLE-PERU TOWNSHIP HIGH SCHOOL.



A. INFANT WELFARE STATION, LA SALLE-PERU TOWNSHIP HIGH SCHOOL.



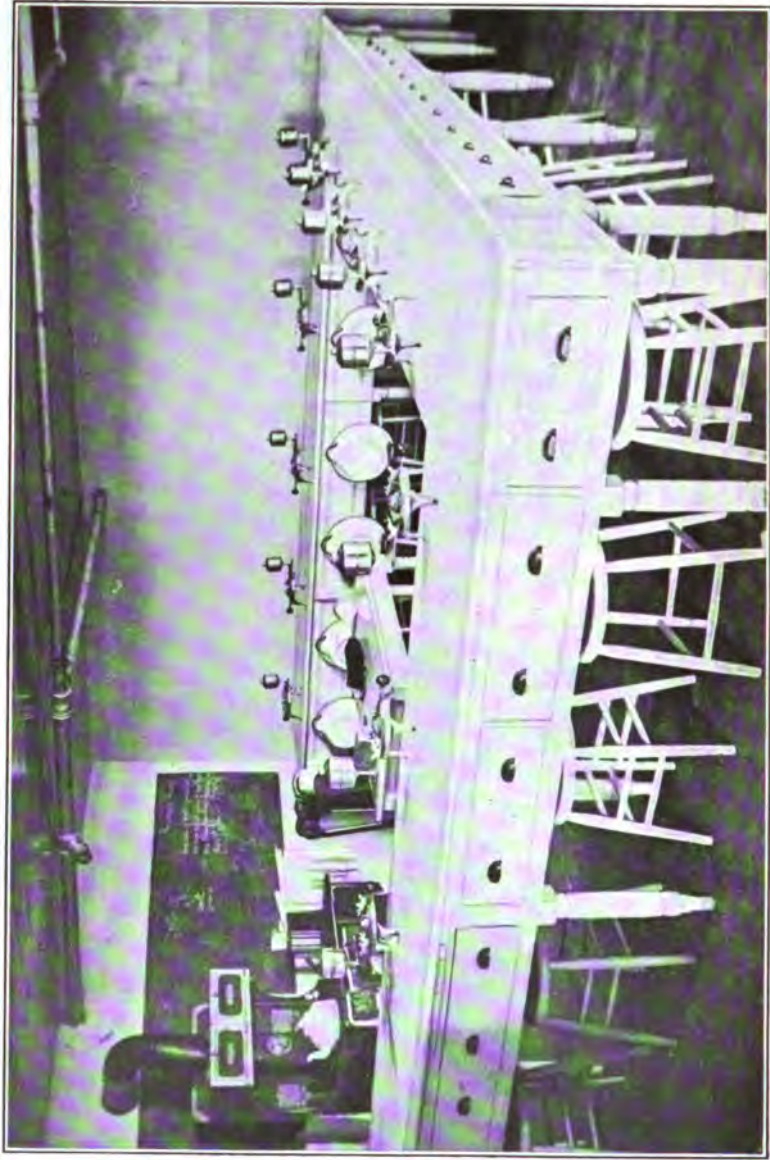
B. POLISH TURNERS, LA SALLE-PERU TOWNSHIP HIGH SCHOOL.



A. HARRISBURG TOWNSHIP HIGH SCHOOL.



B. ENTRANCE, HARRISBURG TOWNSHIP HIGH SCHOOL.



DOMESTIC SCIENCE KITCHEN, HARRISBURG TOWNSHIP HIGH SCHOOL.

The following is a group of centers in the coal mining districts where the population is large in proportion to property holdings:

Name.	Number of teachers.	Enrollment.	Cost of building.
Assumption.....	6	152	\$30,000
Benton.....	9	176	41,800
Centralia.....	15	373	48,000
Collinsville.....	10	250	45,000
Duquoin.....	8	186	30,000
Eldorado.....	8	166	30,000
Georgetown.....	8	136	44,000
Harrisburg.....	14	364	60,000
Herrin.....	10	226	56,000
Marion.....	11	300	75,000
Murphysboro.....	10	230	270,000
Pana.....	11	287	60,000
Spring Valley.....	17	275	150,300
Streator.....	16	389	100,000

Under agricultural centers two groups may be considered—centers that in themselves are fair sized cities, and centers relatively small and weak:

Name.	Number of teachers.	Enrollment.	Cost of building.
<i>First group.</i>			
Chrisman.....	6	116	\$42,000
Fairbury.....	9	134	67,000
Farmer City.....	5	137	37,000
Flora.....	9	189	50,000
Geneseo.....	11	198	55,000
Gibson City.....	10	202	70,000
Marshall.....	10	189	30,000
Obusey.....	10	251	70,000
Ottawa.....	17	421	250,000
Pontiac.....	15	311	75,000
Princeton.....	16	360	100,000
Sparta.....	12	244	65,000
<i>Second group.</i>			
Armington.....	3	56	7,000
Belkflower.....	5	81	12,000
Biggsville.....	3	50	16,000
Divernon.....	5	72	25,000
Livingston.....	8	100	20,000
Millford.....	6	87	33,000
Morton.....	4	42	24,000
Mount Pulaski.....	5	93	45,000
Neoga.....	6	104	25,000
Palestine.....	8	157	50,000
Pawnee.....	6	108	40,000
Ridge Farm.....	4	65	35,000
Sidell.....	5	99	22,000
Tiskilwa.....	4	91	25,000

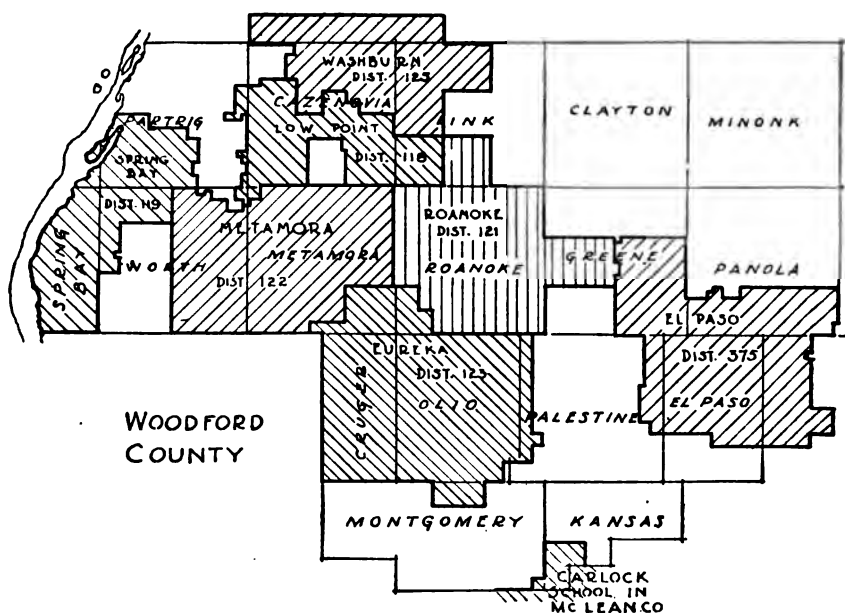
A number of these high schools have been organized with larger cities as centers. Most notable among these, with their populations are the following:

Joliet.....	35,000	Chicago Heights.....	15,000
Evanston.....	25,000	Streator.....	14,000
Belleville.....	21,000	La Salle.....	12,000
Oak Park.....	19,000	Centralia.....	10,000
Waukegan.....	16,000	Ottawa.....	10,000

Joilet has a building which cost \$225,000, employs 77 teachers, and enrolls 1,252 pupils. The district is soon to extend greatly its buildings. The equipment of this school is better than that of many colleges. The Joilet High School was the first in Illinois to offer a regular two-year junior-college course.

Belleville, which is a recent organization, has just completed a building at a cost of \$200,000 with 14.75 acres of ground. It enrolls 314 pupils and employs 7 teachers. The buildings are on the group plan, and are very complete as adapted to the needs of the modern composite high school. A much larger teaching corps will be employed hereafter.

Waukegan has a building costing \$121,000 with 4 acres of ground. This school employs 19 teachers and enrolls 440 pupils.



This is a second-county showing also about four-sevenths of its territory organized into high-school districts. In both Woodford and Vermillion Counties comparatively small districts have been organized.

The other schools named in this last list are also included in lists already mentioned with cost of building, number of teachers employed, and number of pupils enrolled.

Following is an interesting summary of the material equipment of the new Sparta Township High School which was first occupied in September, 1916:

- A 10-acre plot of ground.
- A 20-acre State experiment station across the street.
- A vacuum cleaner system.
- An electric-clock system.
- Indirect lighting system.

Six sanitary drinking fountains in the corridors.

"Terrazo" corridors.

Oak trimmed.

Vault in office.

Reception room off the office.

Two rooms each for manual training, domestic science, agriculture, and three rooms for commercial work.

Gymnasium 50 by 80 (gallery seating 300).

Will have a lantern for science work.

A large solarium off agriculture room.

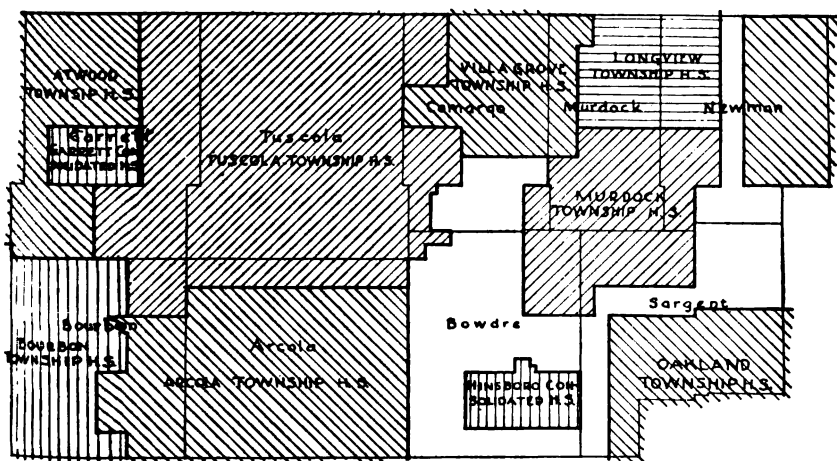
A special room for physics laboratory, and one for chemistry laboratory.

A special lecture room for physics and chemistry.

Hardwood (birch) floors.

Auditorium 50 by 80, with stage.

Teachers' rest room and toilet.



DOUGLAS COUNTY, ILLINOIS

This county illustrates two weak points in the law of 1911. First is the character of the unorganized territory (the plain white portion). This shows the need of some direction in the arranging of districts, as does the second point illustrated—that is, the lack of any limitation as to the amount of territory that might be voted into a district. This latter fact and the abuse of power resulting from it led to much litigation which doubtless had much to do with the adverse decision of the supreme court previously referred to. Such cases occurred in several counties of the State.

Athletic field, tennis courts, agricultural plots.

Cold air taken from windows and passes over steam pipes.

One boys' toilet and two toilets for girls.

Shower baths (hot and cold water).

Own gas plant for laboratories.

Boiler room in an offset, fireproof.

It appears from the above study that this type of high-school organization readily adapts itself to almost any situation which may arise, and makes possible in each case a much more complete organization and equipment than would otherwise be possible. An examination of the teacher rolls with special reference to prepara-

tion and salaries will show that these schools rank among the very first schools of the State and are, on the average, superior to those of towns of corresponding size where the school is maintained by the elementary district alone.

Studies made of the scholarship of their output as indicated by freshman work at the University of Illinois also place them among the schools of highest rank in the State.¹

III. MATERIAL ILLUSTRATIVE OF SOME EDUCATIONAL ADVANTAGES OF COMMUNITY HIGH SCHOOLS.

1. In order to have a program of studies providing for all phases of high-school work it is necessary to have quite a wide range of election, either of subjects or curricula, or of both. Such a condition means always an increase in the teaching force over what would be necessary in case of a simple program of 16 units (year courses) of high-school work.

In a large percentage of these township and community high schools such a broad program of studies is made possible. Even in an agricultural district there will be found strong departments of commercial work and manual training as well as of agriculture and domestic science. Even where these schools are not yet strong enough to include all such lines of work there is continuous growth toward such a condition. Moreover, these smaller schools invariably mean a good four-year high school where such a thing was previously impossible.

2. It is a common practice for many of these schools to conduct short courses during the winter months for work in agriculture and domestic science. Below are listed some of the evidences of this work and of what is included in such short courses.

EXTRACT FROM A LETTER WRITTEN BY PRINCIPAL F. J. MABBEY, GENESEO TOWNSHIP HIGH SCHOOL.

Our school takes quite an interest in community work. It is a town of 3,200. Perhaps one point of special interest would be an evening school, in which we offer bookkeeping, shorthand, spelling, typewriting, and arithmetic. This work is given three nights of the week, from January until the 1st of March. We also have a class earlier in the season in window-card writing, also men's and women's gymnasium classes.

Another feature of our community work is the agriculture short course for farmer boys. I am inclosing a bulletin giving to an extent the scope of this work. One or two special features mentioned in this bulletin may be of interest to you. One is that we plan the work so that one special phase of agriculture is studied each year. This year we have the subject of "animal husbandry." The greater part of arithmetic problems were those dealing with feeding,

¹ See High School Visitor's Report, University of Illinois, 1914-15, p. 44.

measurements of grain, dairying, etc. Another phase that we may emphasize is the study of current farm periodicals. We were able to secure about 30 of the leading papers of the country. These were made the basis of a great deal of our English and agricultural work. This is the third year that this course has been offered by this school and it is open only to the boys who are not able to take the regular work in high school.

LETTER FROM W. L. HAGAN, NEOGA TOWNSHIP HIGH SCHOOL, MARCH 15, 1916.

Let me tell you about our agriculture short course held here March 6-10. We had a good school last year but this year the attendance and interest were far better than last. We averaged more than 50 farmers at each session. In the domestic science department there were more than 100 women in each session. As one of the outcomes the farmers have organized and will meet every month. At each of these meetings they expect to have discussed some phase of agriculture that will be of immediate interest. Saturday, March 19, Mr. Ebersol of the College of Agriculture of the University of Illinois will speak on the subject of "Oats." In April we will have a man on "Corn."

Mr. Holben was in charge of the subject "Farm crops" during the "Short course." The first day in his corn judging work I noticed that only two men picked the best mother ear of corn. This judging was a feature of his work every day of the week. The last day 30 men picked the best mother ear. As a result of his work I am sure the farmers will select their seed corn better and test it for germination.

We run the Babcock milk test for the people of this community here in the high school; test the soils for acid or alkali; and, also, test purity of the limestone which they buy.

On Wednesday night of March 8 we had a community meeting. The program was as follows:

Lecture—"Community efficiency," by Carl Colvin, Eastern Illinois Normal School.

Play—"Proposal under difficulties," by teachers of the high school.

Informal reception in the gymnasium.

During the last hour we had informal singing, orchestral music, and served ice cream and punch. There were no charges. More than 500 attended this session. One of the heavy taxpayers, who had never been reconciled to our school before, was heard to say, "I am repaid for all my taxes by this school." Men drove in to this school 7 and 8 miles. Many of them did not miss a session.

And yet only a few years ago Neoga had a struggling little village high school of about 40 pupils with two teachers trying to carry four years of high-school work. There are many schools in the State with a similar record.

FACTS ABOUT THE HUTSONVILLE TOWNSHIP SHORT COURSE AS GIVEN BY PRINCIPAL HARRY M. THRASHER.

The farmers' short course in agriculture.—This is perhaps our biggest effort in community interest. It is conducted for a week each winter under the direction of the extension department of the State University. This winter saw the second of these courses and we are beginning to see a growing interest in it. This is a farming community and we try to present the facts for the best farming methods in this part of Illinois. The program is diversified,

emphasizing mainly the phases of agriculture that apply particularly to Hutsonville. In other words, we seek to find each particular farmer's problem and to solve it through the medium of our extension course lectures. Each year some soil testing is done and in time we hope to test the soil of every farm in the district. The Farmers' Club here cooperates with us in all of this—even assuming part of the financial burden. While the course has been supported in the past by popular subscription, the high school will make this a part of the regular agriculture course, commencing with next year. Prior to the course we advertise extensively in the local press, by posters, and send about 500 programs through the mail. The attendance each year has been about 1,500 for the week.

The domestic science school.—In connection with the farmers' short course we have been operating a domestic science school for the women of the community. The extension school lecturers have found no lack of interest here and next year the attendance is expected to be even better than it has been heretofore. The work last year was in foods—this year in sanitation. We have a large domestic science club here that has been organized for a number

YOU ARE CORDIALLY INVITED TO ATTEND THE
FARMERS' SHORT COURSE, JANUARY 3-7

DAYS	10-11	11-12	1:30-3:30	3:30-5:30	7:30
Monday 3	Registration and Introductory talks	Farm Crops O. A. Hughes	Soil O. C. Logan	Dairying W. W. Yapp	
Tuesday 4	Dairy Feeding W. W. Yapp	Farm Crops O. A. Hughes	Soil O. C. Logan	Hog Judging J. B. Rice	Service of Science in Daily Life A. W. Nolan
Wednesday 5	Horticulture W. A. Rath	Farm Crops O. A. Hughes	Soil O. C. Logan	Pork Production J. B. Rice	Boys' and Girls' Clubs J. H. Greene
Thursday 6	Horticulture W. A. Rath	Farm Crops O. A. Hughes	Soil O. C. Logan	Draft Horses Claude Harper	Community Inter- ests R. E. Hieronymus
Friday 7	Horticulture W. A. Rath	Farm Crops O. A. Hughes	Soil O. C. Logan	Beef Production W. H. Smith	

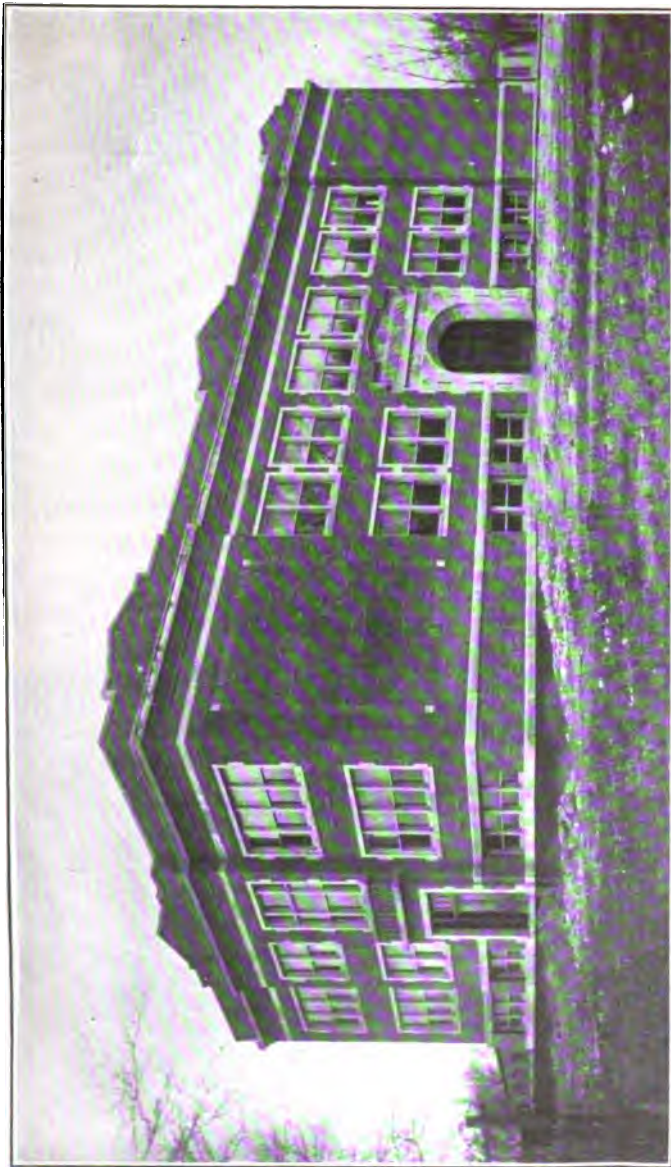
Bring your wife to attend the Domestic Science School at the Baptist church and hear Miss Brooks on "Health and Home Problems." Domestic Science lectures begin each afternoon, at 1:30. **KEEP THIS CARD FOR YOUR PROGRAM. BRING YOUR AUTO.**

HUTSONVILLE TOWNSHIP HIGH SCHOOL

of years. This club has done much to make the domestic science school a success.

Evening lectures: Outside lectures.—The activities of the agricultural department are not confined to the short course alone. Our agricultural instructor has been making stereopticon lectures at the high school and in different district schools. In this way we keep in touch with the district schools and create an interest in our own school. These lectures come at various intervals during the year. We had one recently on chickens and expect to give one in a few days on sanitation, showing the harm done by the house fly, open privies, manure piles, etc.

Soil trip to experiment plots.—Near the close of the year we will make a trip to the Oblong experiment fields conducted by the extension department of the State University. This trip will be advertised widely and we hope to have 35 or 50 automobiles in line, carrying the agricultural class of this school as well as many of the interested farmers of the vicinity. If possible, we will get all the agriculture classes in the county to make this trip. Prof. C. C. Logan, the extension school soil expert, will be there and will explain what is being done in the way of experiments.



MOUNT PULASKI TOWNSHIP HIGH SCHOOL.



A. MOUNT PULASKI TOWNSHIP HIGH SCHOOL, AGRICULTURE, SHORT COURSE.



B. MOUNT PULASKI TOWNSHIP HIGH SCHOOL, AGRICULTURE, REGULAR WORK.

The boys' corn contest.—Last fall closed the first boys' corn contest conducted by our school. Each boy grew an acre of corn. The prizes were awarded on the basis of the largest production at least cost. The prizes were as follows: First, \$25; second, free trip to Purdue short course in agriculture; third, corn cultivator; fourth, corn cultivator; fifth, books. If this contest is made an annual affair, it will probably be made a part of the national boys' corn contest.

Bulletins.—One bulletin has already been issued this year and another is in course of preparation. The first contained information and data regarding the boys' corn contest. The second will be a résumé of the short course, a review of the lectures and an emphasizing of the most important truths covered. About 500 of these bulletins are mailed to patrons of the school.

Records of registration of district schools.—The principal sends out blanks once a year to each district school in the high-school district. These blanks call for the data necessary for blanks sent to the principal by the State university or State superintendent of schools. The ages and grades of all the scholars are needed especially, as catalogues and other high-school publications are sent to the seventh and eighth grade pupils to stimulate their interest in high school. When possible, the principal visits these schools.

Lyceum course.—The high school has managed a lyceum course for two years and tries to secure attractions that appeal in both an educational and esthetic way. We sell our season tickets at low figures and have never had a deficit. The programs are all held in the assembly room.

One of the most recently organized short courses is that of the Rutland Township High School, a district which was organized last spring. The first annual program announced for 1916-17 is given below:

PROGRAM.

FIRST WEEK, DECEMBER 4-8, DAIRY CATTLE.

Class discussion: 1. Breeds. 2. Characteristics. 3. Judging.

Lectures: 1. Supt. W. R. Foster, 2. J. H. Cairns—Subjects: "Agriculture in the public schools." Time, Wednesday, December 6, 7.30 p. m. 3. I. A. Madden—Subject: "The profitable management of a Holstein-Friesian dairy herd." Time, Friday, December 8, 2 p. m.

SECOND WEEK, DECEMBER 11-15, DAIRY CATTLE.

Class discussion: 1. Feeding for milk production. 2. Testing milk for butter fat.

Lectures: 1. J. D. Jarvis—Subject: "The cream separator." Time, Thursday, December 14, 2 p. m. 2. Andrew Fredericks—Subject: "The dairy herd." Time, Friday, December 15, 2 p. m.

THIRD WEEK, DECEMBER 18-22, BEEF CATTLE.

Class discussion: 1. Breeds. 2. Characteristics. 3. Judging. 4. Feeding for beef production.

Lectures: 1. Charles Crone—Subject: "Importance of cattle on the farm." Time, Thursday, December 21, 2 p. m. 2. Frank L. Beach—Subject: "Aberdeen-Angus cattle." Time, Friday, December 22, 2 p. m.

FOURTH WEEK, JANUARY 2-5, HORSES.

Class discussion: 1. Light breeds. 2. Draft breeds. 3. Judging.

Lectures: 1. F. H. Jackson—Subject: "The production of pure-bred Percherons." Time, Thursday, January 4, 2 p. m. 2. F. S. Prichard—Subject: "The value of pure-bred stock." Time, Friday, January 5, 2 p. m.

FIFTH WEEK, JANUARY 8-12, HOGS.

Class discussion: 1. Breeds and types. 2. Judging. 3. Feeding.

Lectures: 1. R. R. Wells—Subject: "The production of hogs for market." Time, Thursday, January 11, 2 p. m. 2. I. S. Brooks—Subject: "Hogs and soil fertility." Time, Friday, January 12, 2 p. m.

SIXTH WEEK, JANUARY 15-19, POULTRY.

Class discussion: 1. Varieties. 2. Feeding for meat. 3. Feeding for eggs.

Lecture: Paul Holerman—Subject: "Feeding poultry for profit." Time, Friday, January 19, 2 p. m.

SEVENTH WEEK, JANUARY 22-26, FARM CROPS.

Class discussion: Corn—(a) varieties, (b) insect and plant enemies, (c) seed. 2. Relation to soil physics.

Lectures: 1. James R. Holbert—Subject: "The breeding of seed corn." Time, Thursday, January 25, 2 p. m. 2. W. S. Scott—Subject: "Relation of farm crops to soil physics." Time, Friday, January 26, 2 p. m.

EIGHTH WEEK, JANUARY 29-FEBRUARY 2, FARM CROPS.

Class discussion: 1. Small grains. Insect and plant enemies. 2. Legumes—(a) inoculation of soil, (b) relation to fertility.

Lectures: 1. E. S. Ebersol—Subject: "Relation to soil fertility." Time, Friday, February 2, 2 p. m., illustrated by charts. 2. 7.30 p. m., illustrated by lantern slides.

NINTH WEEK, FEBRUARY 5-9, VEGETABLE GARDENING, ORCHARDING.

Class discussion: 1. Vegetables for the farm garden. 2. Hothouses and cold frames. 3. Insect enemies of fruits and vegetables. 4. Pruning, grafting, and spraying.

Lectures: 1. Charles Drummet—Subject: "Demonstration of care of orchard." Time, Thursday, February 8, 2 p. m. 2. A. W. Nolan—Subject: "Horticulture." Time, Friday, February 9, 2 p. m.

TENTH WEEK, FEBRUARY 12-16, CONCRETE CONSTRUCTION.

Class discussion: 1. Mixing of concrete. 2. Use of concrete on the farm.

Lectures: 1. Portland Cement Association—Subject: "The use of concrete on the farm." Illustrated with lantern slides. Time, Thursday, February 15, 7.30 p. m. 2. M. E. Jahr—Subject: "Concrete construction." Time, Friday, February 16, 2 p. m.

ELEVENTH WEEK, FEBRUARY 19-23, FARM MANAGEMENT.

Class discussion: 1. Crops and stock. 2. Location of buildings and fields.
3. Accounts.

Lecture: Roy C. Bishop—Subject: "Soil fertility and farm management."
Time, Friday, February 23, 2 p. m.

TWELFTH WEEK, FEBRUARY 26-MARCH 2, FARM MECHANICS.

Class discussion: 1. Types of machinery. 2. Care and use. 3. Conveniences of the farm.

Lecture: E. A. White—Subject: "Modern machinery and farm conveniences."
Time, Friday, March 2.

Lecture: Dr. H. A. Hollister—Subject: "Community life."

The above, selected from many illustrations, will give a good idea of the general character of the winter "short course" as it has developed in these new Illinois high schools. There are numerous other interesting phases of this remarkable evolution that is going on among us. Note, for instance, this calendar of a recently organized school:

JERSEY TOWNSHIP HIGH SCHOOL CALENDAR.

Club meetings.

The Forum, the literary club of the Jersey Township High School, will have its regular meetings in room 1, at 3.30 on the following dates: February 14, 28; March 13, 27; April 10, 24; May 8, 22.

The Latin Club and the German Club meet on Monday afternoon and alternate with the Forum society. The dates of their meetings are as follows: February 21; March 13, 27; April 3, 17; May 1, 15. Both clubs meet at 3.30 in rooms 5 and 9, respectively.

The Agricultural Club will meet on Tuesday afternoon, in room 5 at 3.30. The dates of its meetings are February 15, 29; March 14, 28; April 11, 25; May 9, 23.

The Glee Club meets weekly on Wednesday afternoon.

The Freshman and Sophomore girls' physical training class meets weekly on Tuesday; the Junior and Senior girls' class, on Thursday. Classes meet in gymnasium at 3.45.

Morning assembly.

Every Friday morning from 8.45 to 9.15 in gymnasium.

Social hours.

Social hours will be held in the gymnasium from 2 to 3 on the following dates: March 3 and April 14.

High school entertainments.

"The passion play," under auspices of Agricultural Club in gymnasium, February 28.

"The real thing"—H. S. play—Dodge theater, March 17-18.

"My lord in livery," given by Forum Literary Club, April 21.

Basket ball games.

J. T. H. S. v. Alton Y. M. C. A., gymnasium, March 3.

J. T. H. S. v. Alton H. S., gymnasium, March 10.

The proceeds of all school entertainments and basket ball games will be used in purchasing a high school library and in paying the rent on the gymnasium which is used for athletics and all assembly purposes.

Parent-Teacher Association meetings.

The Parent-Teacher Association will meet regularly at 7.30, in the grade building, on the second Friday night of each school month. The meetings fall on the following dates: March 10, April 14, and May 21. - County Superintendent J. W. Becker, president.

Weekly teachers' meetings.

The grade teachers meet regularly at 4 Wednesday afternoon in the superintendent's office at grade building.

The high school teachers meet at 3.30 in room 8 on Friday.

Commencement and dedicatory function.

The school year will close with a week's program arranged and given by the boards of education, the J. T. H. S. and grades, the alumni, the Parent-Teachers Association, and other allied organizations.

Here is another interesting announcement from the Dwight Township High School, C. A. Brothers, principal:

Our Township High School was only organized one year so all of our plans are somewhat undeveloped as yet, but we are trying to accomplish the following:

Canning clubs: Purpose to get the children from the different parts of our territory (72 square miles) interested in gardening and the canning of productions.

Corn clubs: We are organizing corn clubs in the different sections of the territory. We are working on a series of prizes to be given for the different phases of corn and this is going to be very popular with the people of the country districts.

We have also started the organization of community clubs, as we call them, the purpose of which is to get the farmers to working together and also to arouse interest in our projects.

The past winter we attempted to run a short course and had pretty good success. We hope to run a better agriculture short course next year and have an enrolment of farmers from our territory. The course we gave the past winter placed special emphasis upon corn and oats. We hope to be able to have an exhibit next fall at the high school of vegetables and canned goods.

• And here is still another type:

CHRISMAN, ILL., April 28, 1916.

To the teachers and school directors of the community:

The people of your school district are cordially invited to attend the Community Day exercises which will be held at the Chrisman Township High School May 26, 1916.



A. STOCKLAND TOWNSHIP HIGH SCHOOL, SEWING CLASS WORK.



B. WOOD SHOPS, MANUAL TRAINING, HARRISBURG TOWNSHIP HIGH SCHOOL.

Your school is requested to send an exhibit of its work, to be displayed on Community Day. This exhibit may consist of maps, drawings, compositions, notebooks, handwork, or any other material selected for that purpose. Exhibits may be delivered at the high school at any time, and will be cared for there and displayed to the best possible advantage.

You are further requested to prepare a short selection for the literary program, which will be one of the features of the day. Teachers may select any material which they feel can be best presented by their pupils. Dialogues, songs, recitations, drills, etc., are suggested. Children of all grades are eligible to appear on this program. As early as possible you should send a statement of the nature of your entertainment, and the names of the children giving it, to Mrs. Kate Booker Stapp, vice president of Ross Township, or to Miss Mollie Lunger, vice president of Edgar Township.

Diplomas of the eighth-grade graduates of all schools planning to hold their graduation exercises at Chrisman will be presented by County Supt. O. Rice Jones.

Everyone is urged to bring dinner in baskets and eat it on the high-school campus. In case of rain, tables will be provided within the building.

A children's playground where mothers may leave their little folks will be in charge of Miss Marie Runge, primary teacher of the Chrisman schools.

The following is the program of the day: 8 to 9, inspection of building and exhibits. 9 to 12, athletic contests. 12 to 1, basket dinner. 1.30 to 3, miscellaneous literary program by the various schools of the community. 3 to 4.30, graduation exercises. Address and presentation of diplomas by County Supt. O. Rice Jones. 4.30 to 5, inspection of building and exhibits. 5 to 6, May-pole program by the high-school students.

The purpose of this event is to get the people of this community acquainted with each other and with their schools. To be a success it will need the enthusiastic cooperation of every teacher, school director, pupil, patron, and citizen of the community.

If your students hold their graduation exercises elsewhere, or you do not expect to participate in the athletic or literary programs, come anyway, and help us enjoy the day.

Suggestions for modifying or adding to the day's program will be welcomed and used if possible. I wish to urge everyone to be a booster for a successful Community Day.

Yours, truly,

P. M. WATSON,

Principal, Chrisman Township High School.

A unique plan of organization is that of the Tiskilwa Township District, Bureau County. The character and purpose of this organization appear in its constitution, which reads as follows:

CONSTITUTION AND BY-LAWS OF THE SOUTH BUREAU COUNTY FARMERS' INSTITUTE ASSOCIATION.

Whereas agriculture is the leading industry in this high-school district; and
Whereas there are serious questions in regard to the conservation of useful bird life, better roads, and many other questions of great importance to the farmer; and

Whereas for the solution of these questions and the betterment of his condition the farmer must cease living his isolated life and become organized as are all other branches of business at the present day: Therefore be it

Resolved, That at this institute held in the township high-school building in Tiskilwa on January 2 and 3, 1913, an institute association be formed for the purpose of holding future institutes and for the purpose of perfecting a permanent organization among the farmers.

ARTICLE 1.

The name of this association shall be "The South Bureau County Farmers' Institute Association."

ARTICLE 2.

The object of this association shall be primarily the advancement of the agricultural interests in this part of the county and territory adjacent thereto.

The welfare of our village, the prosperity of its business men, the local domestic science clubs, all legitimate means tending to promote sociability and social gathering among our citizens, the preservation of useful bird life, and all other practical ideas which shall make for the intellectual and moral uplift of our community shall be considered as one and inseparable from the direct interests of the farmers.

ARTICLE 3.

All persons interested may become members of this association by paying a membership fee of 50 cents and a like sum each year thereafter.

ARTICLE 4.

The officers of this association shall consist of a president, two vice presidents, a secretary, a treasurer, and the presiding officers of the Domestic Science Association. These officers shall be elected annually by ballot, and they shall perform the duties which usually devolve on such officers, the treasurer paying out money only on the order of the secretary and countersigned by the president.

ARTICLE 5.

The officers of this association shall constitute an executive committee, whose duty it shall be to solicit membership, collect and pay over to the treasurer all fees and dues, and to provide for the holding at least once each year at such time as they shall deem proper of a farmer's institute. The institute to be held by and with the consent of the board of education in the Township High School Building in Tiskilwa.

ARTICLE 6.

The annual institute shall be held for a period of not less than two days and each day shall consist of a forenoon and an afternoon session and at one of these sessions a business meeting shall be held, at which all officers shall be elected, and at least one full session shall be devoted to domestic science subjects and at this session a lady selected by the lady members of the association shall preside.

The program for the domestic science session shall be provided by a committee of five ladies appointed by the lady president of the domestic science session. For the purpose of electing officers and transacting other business at the business session a quorum shall consist of at least three of the officers and not less than twelve members of the association.

ARTICLE 7.

Meetings may be called at any time by the executive committee, or a majority of them. If vacancies occur among the officers, they may be filled by the remaining member of the executive committee.

IV. A MORE DETAILED ACCOUNT OF PARTICULAR SCHOOLS.

One of the most interesting special types is that of the La Salle-Peru-Oglesby community in La Salle County. This high-school district was organized in 1899. In 1914 there was put into operation the idea of the high school as a community center for all the people. Here the attempt is made to provide, for a township of about 28,000 people, "healthful and rational recreation of all sorts" for people of all ages.

The aim has been primarily to interest the children and young people of the township. This called for extensive cooperation of all the constructive forces of the larger community involved. The merchants and business men, the clergy of all denominations, the public-school people, the various clubs and other organizations, not to mention numerous individual volunteers, have aided generously in the project.

The building necessary to the carrying out of such a plan was made possible through the generosity of a private citizen, Hon. F. W. Matthiessen, of La Salle, who, in October, 1912, offered to give certain real estate and \$75,000 for a recreation building on condition that the township board maintain the work and that the township vote a bond issue of \$25,000 for needed improvements in the high school. This was promptly done and the new building and needed changes were put through as quickly as possible. The accompanying cut of a model of the high-school plant will show the arrangement of buildings.

Among the recreations provided for are:

A. Athletic.—(1) Various baseball teams, (2) basketball, (3) wrestling, (4) tennis, (5) Polish turners, (6) grade and parochial-school athletic league. In connection with these athletic interests parents' nights are held at the center.

B. Nonathletic activities.—(1) Glee club, (2) the G. A. L. S. O. M. club, (3) dances, (4) alumni association, (5) young men's club.

The center is also the home for lecture courses. It provides a reference bureau for all questions on recreations. It plans to give "short courses" for farmers. It has a social workers' club.

The attendance table given below is quoted from Prin. Thomas J. McCormack's pamphlet on the work of the center published in 1915. (For fuller account of the center see this publication.)

ATTENDANCE AT THE CENTER.

The table of attendance by months, given below, is compiled in terms of individual units, and does not include events held in the auditorium nor the daily high-school classes using the classrooms in the recreation building. It is significant, however, since it shows the increased use to which the center is being put by the people of the township.

March 22-31, 1914	611
April	2,495
May	3,683
June	1,827
July	5,588
August	5,356
September	4,269
October	5,082
November	8,822
December	7,171
January, 1915	9,701
February	12,318
March	14,886
April	10,900
May	10,984
June	9,991
July	10,053
August	11,206
September	8,700

Another interesting feature of the work of this school is that of the Tri-City Hygienic Institute, the building for which is seen in the "model" cut previously shown. Through this organization is carried on medical inspection of school children, infant welfare work, and other activities conducive to the better health and comfort of the township community.

In general it may be said that all the civic and social leagues and clubs find in the community center not only a rallying place, but also a coordinating center by means of which unnecessary duplications are avoided, and the effectiveness of all these activities greatly enhanced.

All of this is highly suggestive of the possibilities, through such larger cooperation, in caring for the great fundamental needs and interests of a cosmopolitan American community.

V. THE CONSOLIDATED DISTRICT HIGH SCHOOL.

Under section 46 of the General Law of Illinois is to be found the following provision: "When such division of a township into districts has been made, the trustees of schools may, in their discretion, at the regular meeting in April, change the boundaries of districts situated wholly within the township, so as—

"First—To divide a district into two or more districts when petitioned by a majority of the legal voters of the district.

"Second—To consolidate two or more districts into one district, when petitioned by a majority of the legal voters of each district."

In case of districts lying in two or more townships a dissolution of the district may be secured "by petitioning the trustees of schools of the several townships, at their regular meeting in April, to add the territory belonging to the district in their township to one or more adjacent districts." (See sec. 48.)

The cause of consolidation in Illinois has thus far been handicapped by the lack of any provision in the law whereby school money might be used to pay for the transportation of children. By a law passed June 28, 1917, this situation has been remedied. The law requires the board of directors of a consolidated district to provide free transportation for pupils residing at a distance from the consolidated school site.

It is believed by the Illinois authorities that in many instances such a procedure will be found preferable to the formation of a larger high-school district as distinct from the elementary schools. Districts situated so as to make such a consolidation feasible may well consider this method of attaining the desired end of establishing a high school free to county and village or town alike, and strong enough to make a complete organization.

The consolidation of rural schools has not thus far flourished in Illinois. Only four districts thus organized have developed four-year high schools. These are Harlem Consolidated, Hindsboro Union, John Swaney, and Rollo Consolidated. In case of one of these, at least, it has already been found desirable to organize a larger district for high-school purposes.

It is true that the condition of Illinois roads is now a serious drawback to the organization of such consolidated districts. But it seems likely that such districts will never be able to sustain high schools which shall provide well-balanced curricula for the varying interests represented in secondary education.

The following statistical presentation from the four schools named above for the year 1915 will serve to emphasize the correctness of the preceding statement:

Schools.	Popula- tion of district.	School popula- tion.	High- school enroll- ment.	Number teachers.	Valua- tion.	Cost per capita of high school.
Harlem Consolidated.....	330	138	22	3	\$552,804	\$113.64
Hindsboro Union.....	700	178	57	3	240,000	31.60
John Swaney Consolidated ¹	264	81	57	3	321,590	61.40
Rollo Consolidated.....	260	132	51	4	587,256	88.25

¹ Since made a township district.

In the case of Hindsboro the fact that the district contains a central village with a population of nearly 500 makes the difference. Even so, the enrollment can not increase sufficiently to warrant the employment of teachers for all departments of composite high-school work unless the village should become considerably larger.

Harlem is a rich rural community near the city of Rockford. With its small population and three teachers it also will continue to work at a heavy disadvantage.

The Rollo Consolidated has now five teachers and a second building used for a gymnasium. This will add still further to the per capita cost as above given. Yet the school population of the district offers no relief from such advance in per capita cost.

All of these schools maintain four-year accredited high schools and are doing a great work in their respective communities. The John Swaney School, 3 miles out from the village of McNabb, in Putnam County, represents a very strong community sentiment for education. It has a beautiful site of some 26 acres and a two-and-a-half-story building, well equipped, and with its own gas and water plants, so that there is gas for lighting and for laboratory work, and running water for laboratories and sanitary purposes. The school also has a cottage for the home of the teachers, and a barn where the horses used for transporting the children are kept during the day. A university experiment station adjoins the grounds.

The Rollo Consolidated has also a good modern brick building, a fine home for teachers, and its recently added gymnasium. The grounds of this school are also ample, providing room for experiment plats in connection with the teaching of agriculture.



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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1917, No. 36

DEMAND FOR VOCATIONAL EDUCATION
IN THE COUNTRIES AT WAR

BY

ANNA TOLMAN SMITH
SPECIALIST IN FOREIGN EDUCATIONAL SYSTEMS



WASHINGTON
GOVERNMENT PRINTING OFFICE
1917

BULLETIN OF THE BUREAU OF EDUCATION FOR 1917.

NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted.

A complete list of available publications will be sent upon application.

- *No. 1. Monthly record of current educational publications, January, 1917.
5 cents.
- No. 2. Reorganization of English in secondary schools. J. E. Hoad.
- No. 3. Pine needle basketry in schools. W. C. A. Hummel.
- No. 4. Secondary agricultural schools in Russia. W. S. Josten.
- No. 5. Report of an inquiry into the administration and support of the Colorado school system. Katherine M. Cook and A. C. Monahan.
- No. 6. Educative and economic possibilities of school-directed home gardening in Richmond, Ind. J. L. Randall.
- No. 7. Monthly record of current educational publications, February, 1917.
- No. 8. Current practice in city school administration. W. S. Heffenbaugh.
- No. 9. Department-store education. Helen R. Norton.
- No. 10. Development of arithmetic as a school subject. W. S. Monroe.
- No. 11. Higher technical education in foreign countries. A. T. Smith and W. S. Josten.
- No. 12. Monthly record of current educational publications, March, 1917.
- No. 13. Monthly record of current educational publications, April, 1917.
- No. 14. A graphic survey of book publication, 1890-1916. F. E. Woodward.
- No. 15. Studies in higher education in Ireland and Wales. George F. MacLean.
- No. 16. Studies in higher education in England and Scotland. George F. MacLean.
- No. 17. Accredited higher institutions. S. P. Chapin.
- No. 18. History of public-school education in Delaware. S. B. Weeks.
- No. 19. Report of a survey of the University of Nevada.
- No. 20. Work of school children during out-of-school hours. C. D. Jarvis.
- No. 21. Monthly record of current educational publications, May, 1917.
- No. 22. Money value of education. A. Crowell Ellis.
- No. 23. Three short courses in home making. Carrie A. Lyford.
- No. 24. Monthly record of current educational publications—Index, February, 1916, to January, 1917.
- No. 25. Military training of youths of school age in foreign countries. W. S. Josten.
- No. 26. Garden clubs in the schools of Eaglewood, N. J. Charles O. Smith.
- No. 27. Training of teachers of mathematics for the secondary schools. R. C. Archibald.
- No. 28. Monthly record of current educational publications, June, 1917.
- No. 29. Practice teaching for teachers in secondary schools.
- No. 30. School extension statistics. Clarence A. Perry.
- No. 31. Rural teacher preparation in county training schools and high schools. H. W. Foght.
- No. 32. Work of the Bureau of Education for the natives of Alaska, 1915-16.
- No. 33. A comparison of the salaries of rural and urban superintendents of schools. A. C. Monahan and C. H. Dye.
- No. 34. Institutions in the United States giving instruction in agriculture, 1915-16. A. C. Monahan and C. H. Dye.
- No. 35. The township and community high-school movement in Illinois. H. A. Hollister.
- No. 36. Demand for vocational education in the countries at war. Anne T. Smith.
- No. 37. The conference on training for foreign service. Glen L. Swingett.

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BUREAU OF EDUCATION

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WASHINGTON
GOVERNMENT PRINTING OFFICE
1917

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, July 6, 1917.

SIR: The Bureau of Education is frequently asked for information as to current activities in regard to vocational education in the principal European countries engaged in the present war. To enable it to answer these questions to some extent, I recommend that the accompanying manuscript, summarizing current information on this subject, be printed as a bulletin of the Bureau of Education. Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.
3166°—17—Bull. 36

DEMAND FOR VOCATIONAL EDUCATION IN THE COUNTRIES AT WAR.

The European war has roused England and France to a consciousness of deficiencies in their educational systems as compared with that of Germany. To quote an English authority:

There is lying at the back of men's minds the conviction that the industrial, commercial, and military Germany is due in the main to the sedulous cultivation, through many generations, from the days of Humboldt downward, of the intellectual life of the nation.

A French writer notes that while the external commerce of France in the 33 years from 1880 to 1913 increased by 80 per cent, that of Germany increased by 276 per cent. Starting at the former date with populations about equal, France in 1913 had 39 million inhabitants; Germany had 70 millions. In the opinion of the writer, these comparisons show the need in France of "another order of education and intellectual ideals."

In the notable debate in the House of Lords in the summer of 1916, which was intended to arouse English legislators to the "necessity of preparing for the future," Viscount Haldane, on whose notice the debate was announced, declared that "a living national system of education" must be organized if the nation is to maintain its position. He enforced this opinion by contrasting the German system with that of England. In this contrast two features of the German system were emphasized: The effectiveness of its vocational schools; the thorough organization of its secondary schools.

The discussion thus started was continued by eminent members of the House of Lords, including Viscount Bryce, the Archbishop of Canterbury, and the Marquis of Crewe, president of the Privy Council. While many of the speakers took issue with Lord Haldane as to the general problem of English education, all were agreed that the continuation schools of the country must be recast as an integral factor in its industrial life. The lessons of the war and the waste of war have made the education and training of youth between the ages of 13 and 18 a paramount question in every nation engaged in the conflict. Therefore the existing provision for this purpose and its further development have excited an interest never before manifested.

The central powers of Europe have taken the lead in practical provision for vocational education, and in the German Empire this provision has been well organized under the laws of the several States, fortified by imperial labor laws. Italy has a graded system of technical education comprising three distinct classes of schools; the lowest class affords nuclei for the general diffusion of vocational education. Russia offers striking examples of vocational education under local control or that of different ministries; particularly noted are the schools of agriculture and the schools for railroad employees, which received new impulse from the Japanese war. In both Italy and Russia the means of increasing these facilities engaged serious attention during the decade preceding the present conflict, but forceful action in this direction was prevented by the more urgent need of an adequate supply of elementary schools.

As regards Russia, there are many indications that the education of the masses for intelligent citizenship and industrial efficiency will be the chief concern of local and central authorities as soon as normal conditions are restored. In this connection the fact is interesting that in the exercise of the temporary freedom resulting from the military events of 1915, the citizens of Warsaw, Poland, at once established 49 industrial continuation schools.

In the following statements the endeavor is made to summarize current information on this subject in the warring countries most fully aroused to its importance.

GERMANY.

In the debate above referred to, Lord Haldane, contrasting the schools of Germany and England, said:

I do not think the system of elementary education in Germany is better than, if it is as good as, ours here, but it has one advantage which ours has not. In the last year of the elementary course the boy—in his fourteenth year—is taken and given in the elementary school, if he is likely to go into an industrial profession, some kind of technical training in the workshop attached to the school, or in other ways. Then he is asked what his ideas of his future are, and if he has none he is encouraged and stimulated to choose a profession. Suppose he wants to become an electrical engineer. The authorities see to it that he has the means of being apprenticed to an electrical engineer, and the electrical engineer is bound to train him for four years. But that is not all. The system is a revival in modern form of the old apprenticeship system which had its value in this country, but is now dead. The employer is bound to send the boy to the special trade school of the engineering industry in the locality.

No workman gets his journeyman's certificate, without which he can not get on and obtain a place when he comes to the years at which he wishes to be independent and to marry, unless he has shown that he has gone through the course. A journeyman's certificate, which he can get at 18, makes him a fully trained workman, and if he likes to go on and take a further certificate in the

evening classes, he may become a master workman, and then he is very much sought after. That is a new and scientific system which has been set up in Germany especially for the purpose of providing the army of trained workmen who may overcome us in the neutral markets which we have dominated to so large an extent in the past; and I think it my duty to call prominent attention to this, because I feel that the gravity and dangers of the problem which confronts us are being very much overlooked, even at the present moment.

The system of continuation schools (*fortbildungsschulen*) is common throughout the 26 States of the German Empire. In 14 of the States attendance upon the continuation school is compulsory. In 10 other States it may be compulsory according to local option, and the 4 remaining States are ready to adopt the principle.

The importance attached to the efficient operation of the system is shown by the repeated action of the Reichstag in the matter. Although educational affairs in Germany are exempt from imperial legislation, the Reichstag has promoted the cause of continuation schools by a series of measures pertaining to the industrial side of the question. The latest of these measures, reported officially, was adopted by the Reichstag in December, 1911, and went into effect in April, 1912. The obligation imposed upon employers by the imperial law of July 1, 1891, is reenforced by the law of 1912 as follows:

Employers must, when necessary, grant regular leaves to those of their employees, under 18 years of age, who attend a continuation school recognized by the local authorities or by the State. The requisite hours of absence are determined by the competent authorities.

Sunday instruction is allowed, provided it does not interfere with religious services. The provisions of the law are also extended to include "institutions in which instruction is given in feminine occupations and domestic work."

The law further authorizes parishes and other communal units to establish obligatory continuation schools and to issue ordinances for the enforcement of the obligation, if no provision in that respect is made by the province.

A parish or a larger communal unit may be required by a higher administration board to provide an obligatory continuation system when such demand is made by representatives of local employers or workmen. Should a parish disregard the request of the higher administration board, the latter may introduce a compulsory system in the parish and issue the statutory regulations therefor.

The German system of continuation schools is instructive to all other nations by reason of three principles which have been worked out gradually but effectively: It is universally applied; attendance is compulsory for all boys after the completion of the elementary school and for a large proportion of the girls; employers are obliged to cooperate with the State in carrying out the provisions of the law.

The compulsory principle has been easily extended in Germany because of the system of supervision maintained over school children, and over all adults on account of the military service. This compulsion, however, is willingly submitted to because of the prevailing sense of the power and greatness and importance of the State. The industrial advantage of the continuation schools wins support from both employers and workmen. The system has, however, been criticized by Kerschensteiner and others as too narrowly industrial. Contrasting the German schools with the apprenticeship schools of Paris, such as the École Diderot and the École Estienne, Kerschensteiner says:

In Germany, on the other hand, we should have great difficulty in finding any school with similar objects which shows in its organization the same insight into the necessity for civic education. On the contrary, the corresponding German schools have been established to divert attention from the community and to fix it on the egoistic trade interests, as is shown in the absolute want of every general formative discipline, like literature or history.

We believe it is sufficient to point out this weak spot of our German technical schools. The remedy is easy; in schools with all-day instruction the way is obvious when the will is exerted.

If we consider the monotekhnical day schools, the matter becomes more difficult. Among the publicly provided schools they are the surest to foster civic education in the manufacturing population. But they have their disadvantages. They are the costliest of all schools. They make it easy for the pupil whose ambition is greater than his capacity to forsake a career in which he could succeed for one of greater distinction in which he is almost bound to fail. To regard them and to organize them simply as institutions for the encouragement of industrial efficiency is a great error.

Dr. Kerschensteiner's efforts in Munich were intended to correct this glaring evil. For this reason the work in which he unfolds the principle and operations of the Munich system is entitled "Education for Citizenship."

FRANCE.

France led in the modern movement for the vocational education (enseignement professionnel) of the industrial classes. It was included in all the educational plans of the leaders of the Revolution and was an important feature of the school system organized in Paris by M. Gréard before the Republic was proclaimed. The manual training shops established by him in connection with the Paris schools were intended "to prevent the man from disappearing in the apprentice and the citizen in the workman." Of the work thus originated and still maintained in the French capital Dr. Kerschensteiner says: "All that we are laboriously striving to obtain in our compulsory and optional continuation schools finds without difficulty a place of nurture, and really occupies it, in many French manual training shops." The Republican Government endeavored from the first to

extend this system throughout the country; but, although the effort has met with great success in many localities, the larger purpose has never been achieved.

The statistics on this subject are startling: In normal times about 648,000 children in France annually reach the age of 13 years. Of this number not more than 48,000 continue under instruction. Recent estimates give 1,614,000 as the number of boys between the ages of 13 and 18 years. Of these it is stated only 150,000 were prepared for definite industries. For more than a decade this matter has been pressed upon public attention by statesmen and educators. The present minister of public instruction, M. Steeg, in a recent address to the Chamber of Deputies said:

We must admit that in our society the adolescent youth is morally neglected. From the day he leaves the primary school until the moment when he enters the barracks (for his military service) no law obliges a boy of the laboring class, urban or rural, to continue and complete his elementary instruction.

The necessity of action in this matter has been recognized by the Government, and in 1901 a commission was appointed by the minister of commerce and industry to conduct an investigation of the entire industrial field and recommend measures for meeting the demand for a larger supply of competent workers. An exhaustive report was submitted by this commission in 1909, accompanied by a bill which embodied the prevailing opinions as to measures for improving the system of technical education. This bill emphasized the need of additional provision for the industrial education of the laboring classes.

Among the causes of the present crisis, the lack of compulsion in respect to vocational schools was dwelt upon. This was not regarded, however, as the sole or even the principal cause of the evil. In larger measure this is the result of industrial and social conditions peculiar to France. These conditions have prevented the adoption of measures which are easily applied under different circumstances.

The report of the commission excited a discussion which was continued through several sessions of the legislature and was in progress when war was declared. The struggle has thrown new light on the industrial situation and has given a spur to the cause of compulsory vocational training. All other considerations covered by the comprehensive bill of the commission have been set aside and the attention of the Government fastened on this one pressing necessity. In April of the current year a short bill dealing solely with compulsory continuation schools was submitted to the Chamber of Deputies. The bill was drawn under the direction of M. Viviani, at that time minister of public instruction, and carries the prestige of his name. In the preamble the minister asserts that all parties and

sects are convinced that "an extension of the years of compulsory education is essential for the development of good citizens, men and women, good soldiers, good workmen, and good mothers. In the Republic of the future there must be no idle hands."

The bill submitted to the French Chamber establishes the principle of compulsory education at public expense in continuation schools for all young people who have completed the required term of elementary education. It applies to boys who do not attend the secondary schools up to the age of 20 years and to girls up to the age of 18 years or until they are married. This education must be three-fold—intellectual, vocational, and physical, the last leading up to military training for boys. Specific provision is made for the scope of the continued education, but with regard to details great freedom is left to local authorities. The main provisions of the bill are as follows:

The term of compulsory education for adolescents is divided into two periods. The first corresponds to the age of apprenticeship and extends for boys to the age of 17 years, inclusive, and for girls to 16 years. During this period the following subjects are obligatory:

1. Physical training.
2. Lessons in the French language, history, and geography.
3. Lessons in the sciences applied to agricultural industry, commerce, navigation, or domestic economy, accompanied by practical exercises and manual work.

The minimum duration of these courses is 50 hours for general education, 150 hours for the technical training, and 100 hours for physical training. The instruction is given during the legal working day. The physical training may take place on Sunday.

The second period covers the ages 17 to 20, inclusive, for boys, and 16 to 18 for girls. The obligatory subjects during this period are as follows:

For boys:

1. Lessons in the French language, history, geography, civics, common law, political economy.
2. Gymnastics, military exercises, and rifle firing.

For girls:

1. French language, history, geography, and domestic economy.
2. Manual work lessons and practical exercises in hygiene, care of the sick and of infants.

The minimum duration of the instruction in this period is 100 hours for each series. Exemptions are allowed after three years' instruction in the first period and two years in the second to those who pass the required examinations.

The continuation classes are installed in buildings of the higher primary schools, commercial schools, or, if necessary, in those of the elementary schools.

The instruction in general subjects must be given by teachers engaged in the public schools, who are required to give to this work at least 150 hours a year. This time is gained by shortening the daily session of the elementary schools by a half hour and increasing their vacations from one to two months. In case any teacher is obliged to give more than 200 hours' instruction in the continuation classes, he receives extra pay. The technical training is given in every case by experts in the various industries or in the physical exercises.

The private agencies already engaged in this work are recognized and encouraged by State subsidies, but they must submit to supervision by the local authorities and follow the programs prepared for their respective localities.

Notwithstanding the centralized control of education in France, the continuation classes are to be under the direction of communal (city or rural) committees. These committees include civic officers, professional men, representatives of chambers of commerce, of agricultural associations, of employers, and of tradesunions. The work of the local committees is subject to revision and coordination by departmental committees, and the entire system is under the supervision of a central committee. The minister of public instruction presides over the central committee, which must include representatives of other ministries, agriculture, commerce, etc., responsible for special forms of vocational training, together with appointed representatives of industrial enterprises and civil government.

The demand that has arisen in France for the application of the compulsory principle to continuation schools is impressive because of the large provision made by public and private agencies for extending the education and training of youths and adults. City authorities, chambers of commerce, trade syndicates, and innumerable private societies, give liberal support to technical schools and to evening and Sunday classes maintained in the interest of the working people, and offering either free tuition or requiring only small fees. No other country equals France in this respect. Experience shows, however, that this provision meets only the ambitious working people and even those not until the pressure of daily labor has aroused them to efforts for improving their condition. Only the robust and skillful are able to pursue the courses of instruction under these conditions.

ENGLAND.

In the schemes for social reconstruction which engage attention in England, notwithstanding the pressure of war, vocational education has a central place. The indifference on this subject, long maintained in face of earnest appeals, has passed. At this moment the Kingdom is alive to the danger of neglecting young people at the most critical period of their lives. The matter was pressed home

to the consciences of leading men of England in the speech by Lord Haldane before the House of Lords, already cited. Contrasting the condition of working boys in Germany with those who reach the end of elementary schools in English cities like London, he said:

A large proportion of these boys go into what are called blind-alley occupations. At the age of 18, the boy ~~not~~ **grained**, like the German boy goes to look for employment, without skill and without training, and he lapses into the ranks of the unskilled and too often into the ranks of the unemployable, and it is in that way that we recruit our hooligans and wastrels.

All associations in England interested in education and social welfare or in labor problems are united in the call for educational reform. Prominent among these are the National Union of Teachers, the National Association of Education Officers, and the Workers' Educational Association. The schemes which these associations have drawn up differ widely in detail, but without exception they agree in the demand that the period of compulsory education shall be extended and that all continuation schools shall provide for vocational education.

The agitation of this subject was increased by the war, and in 1916 a Government committee was appointed to consider the needs of juvenile education when peace should be restored. In the midst of their labors the committee issued an interim report recommending that measures be taken at once to extend the system of juvenile employment bureaus and auxiliary committees throughout the Kingdom. This action was taken in view of the dangers arising from the large number of young people who had been turned upon the labor market without any guidance.

The final report of the Government committee insists upon the need of continuation schools, and with regard to them makes the following recommendations:

That a uniform elementary school-leaving age of 14 be established by statute for all districts, urban and rural, and that all exemptions, total or partial, from compulsory attendance below that age be abolished.

That it be an obligation on the local education authority in each area to provide suitable continuation classes for young persons between the ages of 14 and 18, and to submit to the board of education a plan for the organization of such a system, together with proposals for putting it into effect.

That it be an obligation upon all young persons between 14 and 18 years of age to attend such day continuation classes as may be prescribed for them by the local education authority, during a number of hours to be fixed by statute, which should be not less than 8 hours a week for 40 weeks in the year. [From this obligation young people pursuing their education in secondary schools or higher institutions were exempted.]

That all classes at which attendance is compulsory be held between the hours of 8 a. m. and 7 p. m.

That it be an obligation on all employers of young persons under 18 to give them the necessary facilities for attendance at the statutory continuation classes prescribed for them by the local education authority.

The recommendations also provided for the punishment of those who should violate the law, and for modification of labor laws interfering with its requirements. Details as to the curriculum of the continuation classes were left for further instruction, excepting the recommendation that in every case the program should comprise general, practical, and technical instruction, with provision for continuous physical training, medical inspection, and clinical treatment when necessary.

The attitude of the present Government on this important problem is plainly indicated by the utterances of the president of the board of education. In his speech before the House of Commons, on submitting the education estimates for 1917-18, Dr. Fisher said:

I have still to touch on a grave deficiency in our educational arrangements, and I allude to the inadequate provision for the intellectual, moral, and physical discipline of young persons during the period of adolescence. We turn children out into the world at the ages of 12, 13, and 14, just at the moment when their powers of intelligent and independent receptivity are first aroused and their schooling should be beginning to bear fruit. The results obtained by the evening schools are well worth having, but the number benefited is comparatively small, the attendance is spasmodic and irregular, and all experience tends to show that after a hard day's work young people are too fatigued to receive the full measure of benefit of evening classes. There are the Boy Scouts, Church Lads' Brigades, and girls' and boys' clubs, all attempting to cope with this problem. In certain of our great industrial centers schools have been established by the intelligence and benevolence of individual employers. These agencies are all valuable, and in my eyes they are the more valuable because they are voluntary. But their operation is partial, and they are not sufficient to secure the best result of elementary training for the great mass of the people.

I submit that the country does not get the full value out of its elementary system of education, because so much of the training and instruction is subsequently lost, and that it does not get the full value out of its higher technical colleges because those who attend their courses have learned little and forgotten much. It is clear that the country must do something to remedy this glaring defect in its system of national education. I do not conceal from myself that any scheme of continued education will be exposed to cross currents of criticism. It will not be easy to establish a scheme at once sufficiently comprehensive and elastic to give the young people the continued education they should have without an undue dislocation of our industrial system. Yet this is what must be done if the State is to reap the full measure of advantage from its system of public education. * * * Though we are an extremely clever nation when we choose to use our brains, we are only beginning to realize that the capital of the country lies not in cash and goods, but in the brains and bodies of the people.

* * * * *

We are told to economize in our expenditure and foodstuffs. I suggest that we should economize in the human capital of the country, our most precious possession, which we have too long neglected.

I should not recommend any measure which would have the effect of disturbing the labor market during the war, but I hope that Parliament may see its way to assent to a measure which will give effect to the general principles

which I have endeavored to describe, so that the foundation may be laid for a patriotic and social education worthy of the genius of our people and a fitting monument to the great impulse which is animating the whole nation during the war.

Taking advantage of the interest awakened by the events of the war, the board of education has issued a draft of revised regulations for continuation, technical, and art courses; that is, for the various forms of continued education which fall outside the sphere of the secondary school and the university. These activities are declared to be—

of the first importance for the welfare of the Nation, both from the point of view of training for good citizenship, which is the chief problem of adolescence, and from the point of view of specific training in the scientific and other studies that bear directly upon the successful conduct of industry and commerce.

These proposals foreshadow a more liberal policy on the part of the board in respect to the various forms of continued education, and also the expectation of larger support from local taxes. They are published in draft form in order to secure advice and helpful criticisms to guide in their final presentation.

The draft is based upon the existing system of voluntary attendance of continuation schools, but with slight modifications would apply if the recommendations for an obligatory system should be embodied in law.

AGREEMENT AS TO ESSENTIALS.

From the survey of recent activities it appears that France and England have reached the same stage in their progress toward a national system of continued education. In both countries voluntary agencies have been very active in this respect, but they can not meet the national need. The demand is imperative for a compulsory law, applicable to the entire population and enforced by national authority. In France this demand has taken definite form in a legislative bill. In England, while legislation is deferred the central board of education is already moving to promote local action by extra grants for schools and classes for adolescents, provided they conform to official requirements in regard to vocational training. These endeavors depend for their success upon the increased appropriations from the public treasury.

France and England both emphasize the need of broad scope in the extended education of the working people. The proposed law for France places stress upon vocational training in the first division of the continuation period, and upon instruction in civic duties and responsibilities in the second division. The latter covers the ages 17 to 20, the time when it is customary to call the attention of youths

to their approaching military training and the political obligation upon which they will soon enter.

The draft regulations for continuation schools in England leave the details of their programs to local authorities, but require in every case provision "for disinterested studies making for wise living and good citizenship."

In Germany employers are forced by imperial law to bear their part in securing the continued education of juvenile workers; the schemes proposed for England include the same provision; complaint is made that the French measure is faulty in this respect, but its amendment at this point is earnestly demanded.

The outlook on this subject, its complex relations, and the new forces which the war itself will bring to bear upon the problem are summed up in a striking passage from the address of the Lord Archbishop of Canterbury to the House of Lords. In this connection he said:

Education is not a subject which stands in isolation by itself. It is colored by the Nation's social, economic, and religious traditions and aims. The returning soldier—that means, after all, the men of England practically to-day—will not be satisfied with some of the old conditions. Ought he to be satisfied with the old conditions as regards housing and as regards, in some departments of life, wages and the rest, into which I do not enter? But he will not be. The housing question in town and country, intense as is its difficulty, obvious as are the barriers that go across the roads of progress, will have to be met and dealt with at the same time as we are trying to deal with education and other kinds of progress. The wages question can not be separated from the housing question and will be necessarily before us in all intensity before many years pass. The diminishing birth rate and the rest is a question with which we shall have to deal. The fighting of disease on different lines from those on which it has been fought before is ahead of us. These things are astir, not only in the minds of us who are trying from central places to look at them on a large scale, but they are in the minds of the returning soldiers and sailors. I speak from personal knowledge. I have been in touch often and often in the last few months with men with whom I have discussed this subject, and I have found that undoubtedly there will be discontent with existing conditions accompanied by—and this is very important—a readiness which has not been known before to see and to understand the other side and the difficulties which belong to these problems. The way in which men have learned to discuss with others than their ordinary friends and companions in peace time, men of different antecedents, training, and sympathies, the way in which they have taken advantage of the opportunity to discuss these matters day by day and constantly during the last two years has, I believe, prepared the soil in a different kind of way for dealing with, in a new and reasonable manner, almost all these questions when they arise. At all events, whether we like it or not, the things are astir in the minds of men who are coming back with a wider horizon and with new thoughts in their minds.

As this matter is received from press a cablegram announces that the bill promised by the president of the board of education was presented to the House of Commons, on the eve of its adjournment in

August. It is expected that the bill will be taken up in October immediately after Parliament resumes its session. The measure embodies the broadest conception of popular education ever presented for the approval of Parliament, and it is supported by a force of public opinion greater than that commanded by any previous educational measure in England. If the bill becomes law, school attendance will be compulsory for all children up to the age of 14 years, and provide for their continued education with vocational facilities up to the age of 16 or 17. The conditions prescribed agree with the recommendations of the Government committee on continuation schools already cited.



Edue O

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1917, No. 37

THE CONFERENCE ON TRAINING FOR
FOREIGN SERVICE

CALLED BY THE COMMISSIONER OF EDUCATION
OF THE UNITED STATES AND HELD IN THE
CITY OF WASHINGTON, DECEMBER 31, 1915

By GLEN LEVIN SWIGGETT

ORGANIZING SECRETARY; SPECIALIST IN COMMERCIAL EDUCATION
BUREAU OF EDUCATION



WASHINGTON
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1917

BULLETIN OF THE BUREAU OF EDUCATION FOR 1917.

NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted.

A complete list of available publications will be sent upon application.

- *No. 1. Monthly record of current educational publications, January, 1917.
5 cents.
- No. 2. Reorganization of English in secondary schools. J. F. Hosie.
- No. 3. Pine needle basketry in schools. W. C. A. Hammel.
- No. 4. Secondary agricultural schools in Russia. W. S. Jesien.
- No. 5. Report of an inquiry into the administration and support of the Colorado public-school system. Katherine M. Cook and A. C. Monahan.
- No. 6. Educative and economic possibilities of school-directed home gardening in Richmond, Ind. J. L. Randall.
- No. 7. Monthly record of current educational publications, February, 1917.
- No. 8. Current practice in city school administration. W. S. Deffenbaugh.
- No. 9. Department-store education. Helen R. Norton.
- No. 10. Development of arithmetic as a school subject. W. S. Monroe.
- No. 11. Higher technical education in foreign countries. A. T. Smith and, W. S. Jesien.
- No. 12. Monthly record of current educational publications, March, 1917.
- No. 13. Monthly record of current educational publications, April, 1917.
- No. 14. A graphic survey of book publications, 1890-1916. F. E. Woodward.
- No. 15. Studies in higher education in Ireland and Wales. George E. MacLean.
- No. 16. Studies in higher education in England and Scotland. George E. MacLean.
- No. 17. Accredited higher institutions. S. P. Capen.
- No. 18. History of public-school education in Delaware. S. B. Weeks.
- No. 19. Report of a survey of the University of Nevada.
- No. 20. Work of school children during out-of-school hours. O. D. Jarvis.
- No. 21. Monthly record of current educational publications, May, 1917.
- No. 22. Money value of education. A. Caswell Ellis.
- No. 23. Three short courses in home making. Carrie A. Lyford.
- No. 24. Monthly record of current educational publications—Index, February, 1916, to January, 1917.
- No. 25. Military training of youths of school age in foreign countries. W. S. Jesien.
- No. 26. Garden clubs in the schools of Englewood, N. J. Charles Orchard Smith.
- No. 27. Training of teachers of mathematics for the secondary schools. R. C. Archibald.
- No. 28. Monthly record of current educational publications, June, 1917.
- No. 29. Practice teaching for high-school teachers.
- No. 30. School extension statistics, 1915-16. Clarence A. Perry.
- No. 31. Rural-teacher preparation in county training schools and high schools. H. W. Foght.
- No. 32. Work of the Bureau of Education for the natives of Alaska, 1915-16.
- No. 33. A comparison of the salaries of rural and urban superintendents of schools. A. C. Monahan and C. H. Dye.
- No. 34. Institutions in the United States giving instruction in agriculture. A. C. Monahan and C. H. Dye.
- No. 35. The township and community high-school movement in Illinois. H. A. Hollister.
- No. 36. Demand for vocational education in the foreign countries at war. Anna T. Smith.
- No. 37. The conference on training for foreign service. Glen Levin Swiggett.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

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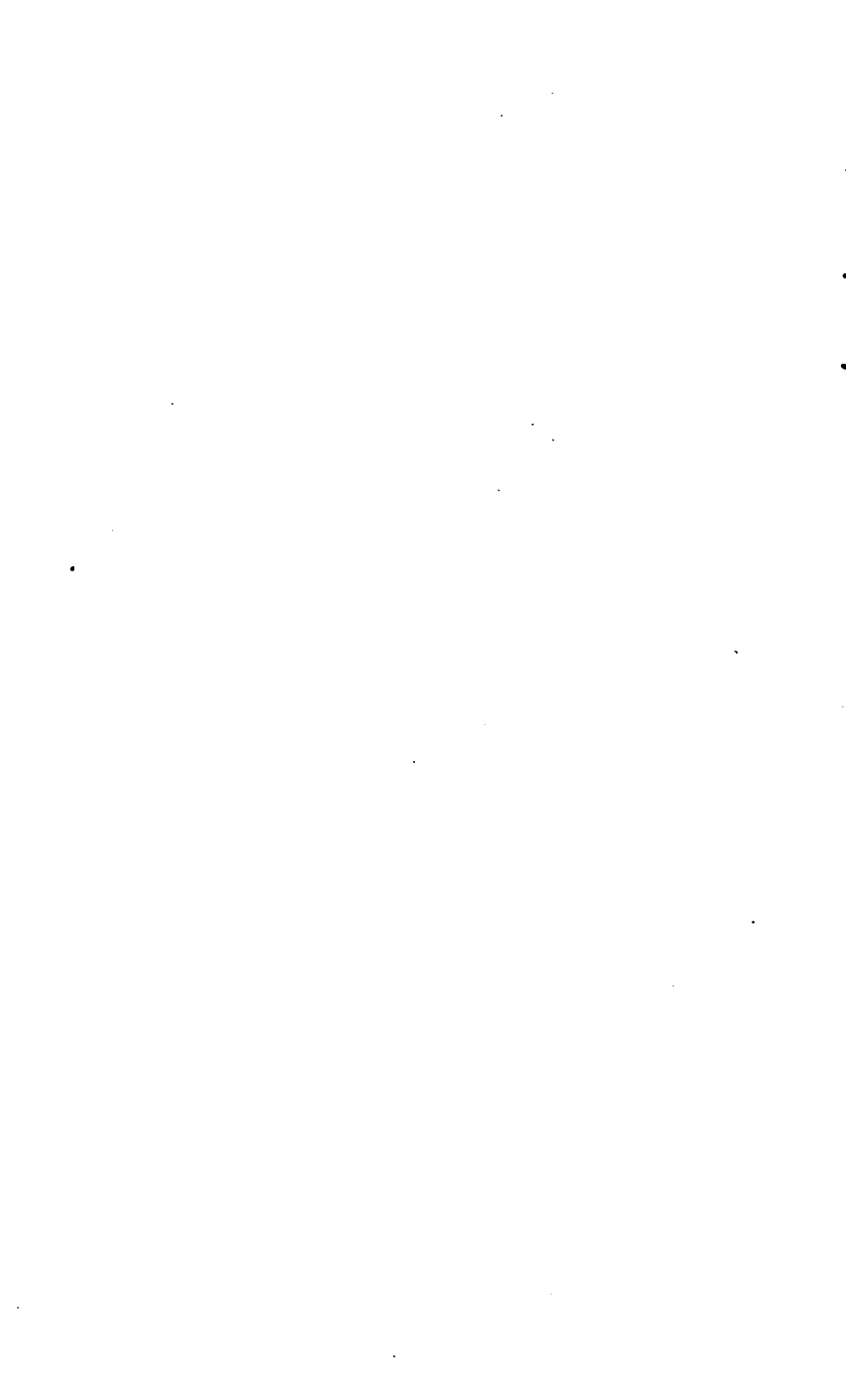
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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, August 1, 1915.

SIR: I am transmitting for publication as a bulletin of the Department of Education a condensed report of the proceedings of the Conference on Training for Foreign Service, held in Washington, December, 1915, on my invitation. Because of the timeliness of the matter, it should have been printed earlier. The delay was caused by the fact that Dr. Glen Levin Swiggett, the organizing secretary of the conference, upon whom devolved the task of editing its proceedings, until quite recently been fully occupied with editing and getting through the press the proceedings of the Second Pan American Scientific Congress. In transmitting this manuscript I wish to express my appreciation of Dr. Swiggett's valuable assistance, not only in editing the proceedings, but also in organizing the conference and in preparing its program.

Respectfully submitted.

P. P. CLAXTON,
Commissioner

The SECRETARY OF THE INTERIOR.

CONFERENCE ON TRAINING FOR FOREIGN SERVICE.

INTRODUCTION.

Training for foreign service, adequate to achieve the end in view, must be based upon satisfactory courses in commercial education. This type of instruction should be established in all cities of present or potential foreign trade opportunities. It should be established with due cognizance on the part of business men of the proper emphasis to be placed upon the inherent educative value of certain studies, particularly for certain grades in the school life of the student. Due recognition should be given by educators to that cooperation with local industrial, mercantile, and manufacturing interests which is essential for the most effective and least wasteful instruction in commercial branches. A readjustment of courses within our traditional educational organization and of its administration is highly desirable in order to articulate and accredit the excellent instruction that is now given in extramural or nonacademic agencies as emergency preparation for specific careers in business, domestic or foreign. Commercial education is as fundamental and essential in preparing for a foreign career in the service of the Government. Industry, trade, and diplomacy are working conjointly in creating a new international policy for the nations of the world. The technique of commerce must be familiar to the consul and diplomat of the future. The social and religious welfare work of a nation in foreign fields, with or without the supervision or patronage of the Government, can not be efficient without training in foreign relations courses based on the fundamentals of commercial education.

Educational authorities are inclining more and more to the belief, common among business men, that educational opportunities in the established schools of the Nation have not responded to economic needs. A superficial study of the catalogues of our schools and colleges reveals at a glance a more widespread interest in this question and a desire to make such an adjustment of courses as the resources and character of these schools and colleges will permit. This is particularly true since 1914, due to the propaganda that has been carried on in the United States through the press and public forum in the interest of larger foreign commercial opportunities for the Nation. This interest has had a concrete expression in recent

Federal legislative enactments; in an extended service in certain executive departments, State, Treasury, and Commerce in particular; in the annual conferences of the National Foreign Trade Council, the Chamber of Commerce of the United States, the Southern Commercial Congress, and other organizations; in the appointment of foreign trade and foreign relations committees of many commercial bodies; and in the general quickening of academic curiosity.

One must not judge, however, the correlation of the Nation's economic needs and educational opportunities solely by this general and popular interest. The Nation was developing a foreign trade of considerable and enviable size prior to 1914. Our exports and imports increased as follows in the period of 10 years between 1904 and 1914: Exports, from \$1,460,827,271 to \$2,364,579,148; imports, from \$991,087,371 to \$1,893,925,657. It was, therefore, high time that there should be serious and sequential investigation of actual conditions by the enlightened business men of this country, with the desire of promoting and fostering foreign trade.

National Foreign Trade Council.—The National Foreign Trade Council, whose slogan is "Greater prosperity through greater foreign trade," had its beginning in this laudable desire. The council was formed in May, 1914, as a permanent body "to endeavor to co-ordinate the foreign trade activities of the Nation." Three annual conventions of the council have been held since the meeting in Washington—at St. Louis in 1915, at New Orleans in 1916, and at Pittsburgh in January, 1917. The work of this convention is carried on largely by means of group conferences on questions pertinent to the purposes of the council. Commercial education for foreign trade was one of the main topics for discussion at the St. Louis convention.

National Education Association.—In the field of education very little has been done thus far by committee work or by conferences designed to promote foreign service. The National Education Association has a department on business education and committees on vocational education and foreign relations. The association has not given, however, special attention to this type of education.

Doubtless a large number of educators throughout the United States have been interested, as individuals, in the problem of training for foreign service and have sensed the urgent need of some solution, or attempt at solution, which would permit the schools of this country to prepare and equip young men and young women for this service by a coordinated course of instruction, with proper correlation in respect to local needs. This interest, however, has been largely local and detached. It has shown itself only in the introduction of some new course of study or in a modification in the presentation of an older one, often out of relation to the end to be accomplished and failing, therefore, in its purpose.

A distinctive kind of training is necessary as preparation for service in the foreign field. Career intent with respect to a subject or a course of study plays nowhere a more important rôle than in the teaching of subjects, singly or in groups, that are considered to be of prime importance as preparation for a foreign career. I refer to the teaching of modern languages, geography, and history. The teaching of the latter in particular demands careful consideration with the view of such modification in study content and method of presentation as will make its pursuit of greater value to the student with a foreign career in view.

Educational conference on training for foreign service.—The first conference to be held in the United States for the specific purpose of discussing the problem from the standpoint of government, business, and education, in order to ascertain a *modus operandi* in the establishment of an adequate course of instruction through the cooperation of these three essential agencies, was called by the Commissioner of Education of the United States. In the preliminary arrangements for this conference the Commissioner of Education had the cooperation of the Director General of the Pan American Union, the Director of the Consular Service, and the Chief of the Bureau of Foreign and Domestic Commerce.

Under date of April 10 and April 12, 1915, a letter with respect to the conference was sent by the organizing secretary to the presidents of certain universities, including the Universities of Alabama, California, Colorado, Illinois, Michigan, Minnesota, Missouri, North Carolina, Ohio, Pennsylvania, Texas, Virginia, Washington, and Wisconsin, Yale University, Georgia School of Technology, University of Chicago, Tulane University, Johns Hopkins University, Harvard University, Dartmouth College, and the University of Cincinnati. The following quoted paragraph sets forth the character of the conference as proposed at that time:

A small gathering of the presidents and interested faculty members of some 25 of our leading institutions will be asked to engage for not more than two sessions in a constructive discussion of a few specific questions bearing on educational opportunities in our country for proper instruction in diplomacy and trade.

The letter of invitation from the Commissioner of Education of the United States, under date of May 20, 1915, follows. This letter, in accordance with the expressed desire of the cooperating committee, was sent not only to the presidents of the above list of colleges, but to many others in all sections of the country. This list included all State and urban universities of public and private support.

DEAR SIR: Recent keen interest in the foreign field on the part of the larger business interests with foreign trade connections and of foreign service bureaus of the United States Government has given rise to and stimulated a corre-

sponding interest in the educational world, leading to an inquiry and study by certain bureaus, educational institutions, business associations, and individuals as to the desirability of this training, its content, and method of establishment.

In view of the above interest it has been suggested that an early conference of representatives from the larger universities should be called to discuss the present and future needs of Government and business for well-trained men to engage in service in the foreign field, and educational facilities for meeting these needs, the character of instruction for this specific training, and the means of its establishment in schools, colleges, and universities.

Acting in cooperation with the Director of the Consular Service, the Chief of the Bureau of Foreign and Domestic Commerce, the Director General of the Pan American Union, I have the pleasure, as Commissioner of Education of the United States, to invite your institution to be represented at the Preliminary Conference on Educational Preparation for Foreign Service, which will meet in Washington, D. C., October 4 and 5, 1915, at the Pan American Union Building. Dr. Glen Levin Swiggett, who has had under consideration for several years plans for the establishment of adequate educational preparation in our schools, colleges, and universities for foreign service training, has been invited to act as secretary of the conference.

Owing to the importance and purpose of this conference, it is highly desirable that your institution be represented by yourself or that member of your faculty who can best serve in the constructive discussion of the specific subject for which the conference is called. It is earnestly hoped, further, that you will appoint your representative immediately in order that details concerning and the program of the conference may be mailed to him before the close of the present scholastic year.

I have the honor to be, sir, on behalf of the committee,

Your obedient servant,

PHILANDER P. CLAXTON,
Commissioner of Education.

Cooperating committee:

Philander P. Claxton, Commissioner of Education.

John Barrett, Director General Pan American Union.

Wilbur J. Carr, Director of the Consular Service.

Edward Ewing Pratt, Chief of the Bureau of Foreign and Domestic Commerce.

Glen Levin Swiggett, assistant secretary general, Second Pan American Scientific Congress, organizing secretary.

Favorable replies were received in response to this invitation from most of the institutions to which it had been sent, and delegates were appointed to attend the conference. The tentative program included the names of men prominent in the affairs of the Nation and well known for their interest in questions bearing on foreign relations.

As the summer advanced, however, the cooperating committee found that it would be not only impossible to carry out the program as planned, but that many of the delegates to the conference, particularly those living at some distance from Washington, were doubtful whether they could attend the conference of October 4, coming as it did at the very beginning of the scholastic year. The con-

ference was, therefore, postponed until a later and more favorable time.

Conference of December 31, 1915.—It was finally decided that it would be opportune to hold the Conference on Training for Foreign Service in connection with the subsection on commercial education of the Second Pan American Scientific Congress, to be held in Washington, December 27, 1915, to January 8, 1916, and invitations to that effect were again mailed by the Commissioner of Education. December 31, 1915, was the date selected for the conference, which, through the courtesy of the governing board and director general, was to be held in the Pan American Union Building. In view of the fact that the sessions of the Scientific Congress were to be open to the public and that the program of the subsection on commercial education had emphasized training for foreign as well as domestic trade, it was decided finally to modify somewhat the character of the conference and revert to a procedure in accord with the earlier intention of the committee of organization of the conference. The Director of the Consular Service and the president of the National Foreign Trade Council were invited to discuss the subject of training for foreign service from the standpoint of government and business. No formal paper was presented at the conference from the standpoint of education. In lieu of this, the discussion of the points brought out in the papers of Mr. Carr and Mr. Farrell permitted an expression of opinion of wide range on the part of the many educators present and gave to the conference, as originally planned, the character of a symposium on educational preparation for foreign service.

MORNING SESSION.

The opening session of the conference was held in the Pan American Union Building. The Commissioner of Education of the United States presided at this session. Owing to the illness of the organizing secretary of the conference, Dr. F. E. Farrington, of the Bureau of Education, acted as secretary. The attendance of prominent men of business, education, and government testified to the importance and timeliness of the topic and justified fully the calling of the conference.

The presiding officer in calling the conference to order announced that the meeting would be informal, and expressed the hope that the discussion might lead to the appointment of a committee to continue the work of the conference and carry out its wishes. A steering committee was appointed, consisting of Dean David Kinley, of the University of Illinois; Prof. E. D. Adams, of Leland Stanford Jr. University; and Prof. G. W. Hoke, of Miami University.

INTRODUCTORY REMARKS BY THE CHAIRMAN.

Dr. Philander P. Claxton, the presiding officer, introduced the subject of the conference with the following remarks:

The CHAIRMAN. It was contemplated to hold a conference here in October of this year to discuss the question of training men for foreign service. It was found advisable for several reasons to postpone the meeting until this time. There would have been more time for it then, but we decided to call the meeting now in order that many who are in the city for the sessions of the Pan American Scientific Congress and of other associations and congresses might be present without additional cost of time and travel. The meeting is to be informal. Its purpose is to consider the means of preparation for a comparatively new kind of service, the consciousness of the need of which has come to us quite suddenly.

Until recently we were well out of the great current of world-wide politics; now we have been swept into this current and whatever happens anywhere in the world—even in the remotest parts of it—has a bearing upon our affairs. There is a general feeling that many of the men who have represented us in the past in the Diplomatic and Consular Services have not had the kind of preparation most needed. We are now becoming conscious of the fact that our diplomatic and consular representatives need a specific kind of knowledge and a definite sort of training.

There has recently been held here in Washington a Pan American financial congress. We have been considering the possibility of placing the world's finances upon a basis of dollars and cents, instead of continuing it on a basis of pounds, shillings, and pence. We are thinking about sending our products to every part of the civilized world. We are beginning to understand that there will soon be given to us the responsibility of industrial and commercial leadership to a degree in which it has never come to us before. Things that are happening on the other side of the water are changing the center of gravity of the world. Instead of coming to us gradually in a way that would have made it easier for us to respond, responsibility of leadership is coming upon us with a rush.

All over the country I find a great eagerness to do something. I find more interest in the study of foreign languages and of commercial subjects in schools than we have known before. Three or four times within the past few months there have called upon me representatives of the so-called business colleges of the United States with suggestions for conferences and for the organization of better and more adequate means of doing the work of preparing young men and women for their part in the larger domestic and foreign commerce in which we must engage in the immediate future. I hope there may grow out of this day's work a movement that will finally result in the means for whatever kind and degree and quantity of preparation may be needed.

With your approval and advice I propose to appoint a committee to consider this whole matter thoroughly and to lend to it, through the Bureau of Education, such assistance as I can in making all necessary inquiries and in making known its findings. On this committee, as on all other committees for the purpose of making fundamental investigations and determining purposes and policies of education, there will be need for two classes of men—men of affairs and of broad knowledge of conditions and needs and a comprehension of aims and purposes, and also men of professional knowledge of principles and methods of education and technical skill in their application. The former will help to set the problems of education for foreign service and for employment in commercial activities. The latter will help to work them out.

THE DIRECTOR GENERAL OF THE PAN AMERICAN UNION.

Mr. John Barrett, Director General of the Pan American Union and Secretary General of the Second Pan American Scientific Congress, addressed the conference as follows:

Mr. BARRETT. Ladies and gentlemen, I am not going to make an address, but shall just say a word to you in order to tie up, so to speak, this meeting with the Second Pan American Scientific Con-

gress. I am here this morning, in a sense, by the request of our executive committee, to make you feel that you are a part of this great international gathering, although your conference has its own program.

I think you will all be interested to know that there has never before been manifested in the history of the Western Hemisphere such common interest or common sympathy or such united purpose as has been shown by the delegates of all the countries represented at the Second Pan American Scientific Congress. It is a very interesting fact that all these delegates have come here with the sincere appreciation of their responsibilities.

The large number of delegates present and the dominant note of their conversations reveal a bond of sympathy and a common interest and testify to the need of action in the Western Hemisphere at a time when conditions across the waters make it necessary that all the Americas should unite to meet the new situation with which they are confronted. There is a feeling that the Western Hemisphere, intellectually as well as financially, must get ready for the conditions that will follow this conflict across the seas. I think I speak, however, the real sentiment of the congress when I tell you that withal there is nothing in this congress which is in the slightest degree antagonistic to Europe or antagonistic to the rest of the world outside of the Western Hemisphere. There is a feeling that this great struggle is so far-reaching in its possible results that the Western Hemisphere must be prepared for any contingencies, and that we must be one as sailors and soldiers, must be one in financial matters, and that there should run through the mind of every man, woman, and child throughout the Western Hemisphere the thought that the very life of the United States and of every one of these Republics may be determined by the attitude of all the American Republics on this question of Pan Americanism, following the conclusion of the war.

Many of the delegates have said to me that, no matter how extraordinarily regrettable it would be if there should be any possible conflict between Europe on the one hand and the United States on the other, whichever side is victorious in this war, there will be little or no love for the United States. The victors will say that they won in spite of the United States and of Pan America—for Pan America is absolutely one with the United States in its attitude of neutrality in this struggle—and whichever side loses will say that it has lost because of the attitude of Pan America.

Every delegate realizes that the power of Europe will be so extraordinary following this war in arms, that it will be backed so strongly by feeling, which often can not be controlled, that the Western Hemisphere must stand together for the protection of itself, of its culture as well as of its commerce and its trade, and

that there must be a bond of union that will allow of no question of division, for under division there is failure. There is a feeling that if, by any possible development of events, the sovereignty of the United States were to be successfully assaulted, it would inevitably follow that the sovereignty of all other American republics would suffer the same experience; and, similarly, it follows that if the Latin-American republics lost their sovereignty, ours would go also, because no foreign foe could achieve victory over them except by a victory over the United States.

You can not develop political unity unless you have the financial and intellectual forces of this country working along the same lines as the commercial and political.

And here we see the tremendous importance of this gathering this morning to discuss the question of preparation of our young men for foreign service. The very germ, the very seed, that is sown here may yet develop into one of the most powerful influences for the development of that American solidarity upon which the very permanency of the Western Hemisphere may depend. It will be a tremendous influence in making the Monroe doctrine a Pan American doctrine; and I can say to you here that, although this congress, not being political, can not write into its final act any declaration that makes the Monroe doctrine a Pan American doctrine, there is a manifest feeling among all the delegates, a sympathy on their part, interpreting the attitude of Latin America toward the great question which to-day brings us face to face. It is most interesting and gratifying to feel that this very hour, through the influence of this congress and those that have preceded it, and through the character of all Pan Americans, the Monroe doctrine is absolutely and completely a Pan American doctrine, which will mean, unless we misinterpret the significance of this meeting and the attitude of the Latin-American members, that every Latin-American country and every Latin-American citizen, intellectually, morally, and physically, would stand for the sovereignty and integrity of the United States if it were attacked by a foreign foe, just as quickly and readily as the United States would stand for their sovereignty if they were attacked by a foreign foe.

So with that spirit pervading this mighty gathering of the Western Hemisphere, it is indeed fortunate that there can be this, as it were, parallel assemblage of men and women, having a cousinly relation with the Second Pan American Scientific Congress, to come together to-day to work out in a practical way this splendid spirit, this Pan American spirit, through a discussion of means for educating our young men for the foreign service.

I extend to you most sincere greetings and welcome and wish you the greatest success in your labors.

PREPARATION FOR THE CONSULAR SERVICE.

Following Mr. Barrett's remarks the presiding officer introduced Mr. Wilbur J. Carr, Director of the Consular Service of the United States, one of the principal speakers of the conference, and under whose direction this service is improving rapidly. The men engaged in it are trained to undertake and perform duties that increase in proportion to the complexity of foreign trade relations and the participation of the Government of the United States in the same. Mr. Carr spoke as follows:

Mr. CARR. In entering upon the consideration of educational training for the Consular Service, I presume we should first inquire what constitutes the duties of the Consular Service, and, second, what is the demand for men for that service. In discussing these points it should be borne clearly in mind that what I say does not apply to the diplomatic branch of the foreign service but only to the consular branch.

The principal functions of consuls of the United States are to promote the rightful interests of American citizens; to protect them in all of the privileges guaranteed by treaty or conceded by usage; to visé and when so authorized to issue passports; when permitted by treaty, to take charge of and settle the personal estates of American citizens who die abroad without legal or other representatives; to ship, discharge, and under certain conditions to maintain and send home American seamen; to settle disputes between masters and seamen of American vessels; to investigate charges of mutiny and insubordination on the high seas and to send mutineers to the United States for trial; to render assistance in the case of wrecked or stranded American vessels and under certain circumstances to take charge of the wrecks and cargoes; to certify to the correctness of the valuation of merchandise shipped from foreign countries to the United States; to act as official witnesses to marriages of American citizens abroad; to aid in the enforcement of the immigration laws; to enforce the sanitary laws of the United States in respect to vessels and cargoes and passengers; to take depositions and to perform all other acts which notaries public in the United States are required or authorized to perform; to promote American commerce by keeping the Government and through it the business men of the United States informed in regard to economic and industrial conditions abroad, aiding in marketing merchandise in foreign countries, and in making connections between American and foreign commercial houses. In the countries where the United States still possesses extraterritorial rights the consuls exercise judicial functions in respect to American citizens and their property.

For the discharge of these various functions in foreign countries the United States maintains a consular organization with a personnel of about 1,672 men made up of 5 consuls general at large, with salaries at \$5,000 a year plus expenses; 56 consuls general, with salaries of from \$4,500 to \$12,000; 233 consuls, with salaries of from \$2,000 to \$8,000; 635 subordinate officers, such as vice consuls, consular assistants, interpreters, and consular agents, with salaries of from nothing to \$2,600; 743 clerks and other employees with salaries of from \$100 to \$1,800; total, 1,672.

Of the 1,672 members of the Consular Service only about 385 are in the classified civil service, namely: Five consuls general at large, 56 consuls general, 233 consuls, 40 consular assistants, 26 student interpreters.

Entrance into these classified positions is by way of examination and appointment to a consulship of the eighth or ninth class, a consular assistantship, or a student interpretership. The regulations governing admission to the Consular Service by examination have been in force only a little over nine years. During that period the new appointments to the service from the eligible list certified by the board of examiners have averaged only a little more than 27 a year.

In nearly all the discussions that I have read in the past in regard to education for the Consular Service comparatively little attention has been given to the number of men who under the most favorable circumstances could expect to gain admission to the service in any one year; therefore I invite your special attention to the fact that the average annual number of new appointments to the classified positions in the Consular Service since 1906 has been 27. The actual problem before us is, therefore, the proper education of about 27 men each year for admission to classified positions in the Consular Service. This is not a large number certainly, but when we stop to consider not only the performance in a highly efficient manner of the functions which I have outlined, but the great influence which these 27 annual recruits to the service can have upon the relations of our business men with the business men of other countries, and particularly upon the relations which this Government shall have with the governments of other nations, I think you will agree with me that the subject is well worthy of the careful consideration of so important a body as this congress.

Prior to 1906 it was the practice of the Government of the United States to send abroad as its consular officers, men chosen from civil life on account of political or social influence, who were entirely inexperienced in actual consular work, and frequently in any vocation that would qualify them for useful service abroad. Even under

such a system, the Government was fortunate in obtaining a considerable number of very capable and representative men, who reflected credit upon their country and performed efficient service for it. But it was impossible to expect uniformly satisfactory results. In order to satisfy the rapidly growing needs of the Consular Service, due to the keener interest which our people were taking in foreign trade, Congress enacted legislation in 1906 which made possible the reorganization of the service and the promulgation of rules requiring that the qualifications of each candidate for appointment should be tested by a board of examiners.

When the United States prescribed the rules requiring candidates for the Consular Service to undergo examination to determine their fitness for appointment, it merely adopted in modified form a system which other older nations had long before found to be necessary to the efficiency and proper administration of their consular organizations. Nearly all the continental nations had for years required candidates for consular appointments to undergo some kind of examination to determine their fitness.

The rules prescribed by the President of the United States are silent on the subject of preliminary educational training of candidates, but place upon the board of examiners the duties of determining the qualifications of the candidates. In practice, however, and by way of consideration for the convenience of candidates, the President restricts designations for examinations to those candidates whose applications indicate sufficient education for consular work and the purposes of examination. A college or university education is not a requirement, although it is considered highly desirable, and a candidate not exceeding 50 years of age who has had only a high-school education may be designated for examination.

The examination is both written and oral. The written examination embraces the subjects of—

- I. International, maritime, and commercial law.
- II. Political and commercial geography.
- III. Arithmetic.
- IV. Modern languages (French, German, or Spanish, and in addition any others that the candidates desire to submit.)
- V. Natural, industrial, and commercial resources and commerce of the United States.
- VI. Political economy.
- VII. American history, government and institutions.
- VIII. Modern history (since 1850) of Europe, South America, and the Far East.

The oral examination is designed to determine the candidate's business ability, alertness, general contemporary information, and natural fitness for the service, including moral, mental, and physical qualifications, character, address, and general education and good

command of English. It also includes an examination in speaking modern foreign languages. In the oral examination the board considers the character and disposition of the candidate; his personality as revealed by his address, manners, personal appearance, and health; his intelligence as it may be indicated by his readiness and resourcefulness, the tact and judgment which he shows, his knowledge of the English language, and the accuracy of his replies to the questions asked of him. Then his business experience and ability are considered upon his own statements and other information before the board of examiners. The oral test corresponds to the examination which every business man makes of a prospective employee. Although very generally misunderstood, there is in reality nothing especially extraordinary about it once its exact purpose is known.

The two examinations count equally, a total general average of 80 being required as the passing mark.

RESULTS OF EXAMINATIONS.

Since the reorganization of the Consular Service in 1906 and the restriction of admission to those candidates who had been declared eligible by the examining board, 1,056 persons have been designated for examination. Only 716, or 67.8 per cent, of these appeared for examination, of which number only 313, or 43.7 per cent, passed the examination and were certified as eligible for appointment; 248 have already received appointments, and 36 are still on the eligible list awaiting appointment.

Thus in nine years all but 29 men who passed the examinations have received appointments. Some of the 29 withdrew their names, some were from overrepresented States, and the eligibility of some expired.

The number of candidates certified by the board of examiners as eligible for appointment has as a rule only slightly exceeded the demand, but these candidates have not always been of the type which the board would have preferred to certify, or which the interests of a high-grade service require. There have been a number of reasons why our Consular Service has not uniformly attracted as high a type of men from the standpoint of educational attainments as some of the foreign consular services. Our system is still new, and it rests not upon acts of Congress but upon presidential orders. It has been oftentimes difficult to convince candidates that the service is free from politics and that the tenure is permanent. Young men, particularly, do not like to enter the service under these conditions. Another discouraging fact has been the inadequacy of remuneration in comparison with that offered by commercial and

professional pursuits. Young men in America have not yet acquired that high regard for public service as a career that is so apparent in Europe.

But these difficulties will gradually disappear as our Consular Service becomes better known, and the defects of organization and compensation are remedied. Indeed, they are already disappearing. It is proper to say that even though tenure is still at the pleasure of the President, and under our governmental system that condition is not easy to change, it is to-day practically permanent, and there is no reason to believe that any administration will hereafter undertake to change the system or render consular positions less permanent. There is no reason to doubt that a young man with proper qualifications who enters the service now may expect to continue so long as he is efficient and his conduct is satisfactory.

In order to correct the misapprehension that political influence is necessary to gain admission to examinations, I should say that none is necessary. There exists a practice, for the convenience of the department as well as of the candidate, of asking a candidate to place on file a letter from the Senators from his State, recommending or consenting to his appointment. This practice is due to the fact that under our Constitution appointments to the Consular Service are made by the President with the advice and consent of the Senate; hence, it is desirable to know, before submitting an appointment to the Senate, whether the Senators from the State from which the candidate comes are willing to recommend that the Senate give its consent to the appointment. This is as far as political influence extends to consular appointments, and I have yet to learn of any Senator of either party in recent years who has refused to give his consent to a candidate desiring to take the examinations, once he could be assured of the fitness of the candidate.

DESIRABILITY OF REQUIRING BUSINESS EXPERIENCE.

Some of our business men are fond of the view that the Consular Service should be made up of men who have had practical business experience, and this view exists not only to some extent in the United States but also in Germany and Great Britain, and presumably in France and other countries. It is based, however, upon the fact that the business men see only one phase of the activities of consuls, namely, that of direct promotion of commerce, and they overlook several other important duties of consuls included among those I have already mentioned. It is an interesting circumstance that of the men holding the two highest positions in the American Consular Service, gained strictly through promotion for merit, one was a newspaper publisher before he entered the Consular Service, and the other was trained as a naval officer and afterwards resigned

and went into business. The first had very little, if any, actual business experience. Few of the men in the second class of consuls general can be said to have had business training, although several among them have been newspaper editors and publishers. In the third class of consuls general two had business experience, one had been a lawyer, and one a newspaper correspondent prior to entrance into the Consular Service. In other classes many of the most efficient officers are men who have had no experience in business.

A careful examination of the records of the personnel of the American Consular Service fails to show that men who have had actual business experience make the best consular officers. Indeed, they do not show that any particular vocation or profession is superior to any other in training men for successful consular careers.

Another objection to the proposition that consuls should be trained business men is that the Government will never be able to induce a large number of men of a high order of ability to give up the independence and rewards of a successful private business for the meager compensation now or likely to be offered, and the unsuccessful or mediocre business man is not wanted.

Neither France, Germany, nor Great Britain now makes even as great an effort as the United States to encourage business men to enter the Consular Service. Great Britain tried to recruit men of some business experience, but failed. The royal commission on civil service which investigated the matter in 1914 said:

The object aimed at has not been attained. Young men in business who foresee success in that pursuit are not attracted by the prospects of a consular career; while of the rest, the majority are handicapped in the examination by the enforced neglect of their studies during their business life. The method we recommend is to recruit men with a good education at an age corresponding to a definite stage in the educational system of the country, and then to enable them, by study of business methods and contact with business life, to appreciate the interests and anticipate the requirements of British merchants.

Germany already trains her men after their selection for appointment.

Personally, I am more strongly convinced each year that building up an efficient service requires that admission be restricted to young men with proper educational equipment and that the greater part of the professional training should take place after entrance into the service. Business experience even for a few months is of the greatest value, but it would be a mistake to make it an absolute requirement for admission.

COMPARISON OF ENTRANCE REQUIREMENTS OF VARIOUS GOVERNMENTS.

The preliminary educational requirements for admission to the examinations are in France practically the equivalent of a master's

degree; in Germany none are prescribed, but the examination is almost a dead letter, and admission direct to the service is conditional upon what is equivalent with us to a university degree; in Great Britain none are actually prescribed, although preference is given to men who have at least the equivalent of a university degree; the United States requires no specified preliminary education, although in practice a candidate must have as a rule the equivalent of a course at high school.

An examination of the entrance requirements of Great Britain, Germany, France, and the United States shows that all include in their examinations for the consular service modern languages, usually several, geography and political economy; Germany, France, and the United States include international law; France and Germany include municipal law and commerce; Great Britain and the United States include commercial and maritime law and arithmetic; Germany and the United States include general history; Germany includes the subject of consular service; while France requires diplomatic history and private international law.

Therefore, the subjects which the larger nations regard as essential for candidates for the consular service to know are modern languages, particularly English, French, German, and Spanish; commercial and maritime law; geography; political economy; general history; arithmetic; international law; commerce. All of these subjects are included in the requirements for admission to the Consular Service of the United States, although much less stress is placed upon a knowledge of modern languages than is desirable. The reason for this is a very practical one, however. The study of modern languages in this country has not attained sufficient popularity or thoroughness to permit an attempt to raise our consular requirements to the standard of the European examinations.

While mentioning the subject of modern languages permit me to say that if the young men who come to us from the universities of the country exhibit correctly the results of the instruction usually given, there must be something radically wrong with the modern-language instruction, because few of them seem to be able to make practical use of the languages they have studied, either in conversation or in writing.

With the facts before you in regard to the requirements of the United States and other Governments for admission to the consular service, it seems hardly necessary for me to say more. But I should like to add a few thoughts upon the subject which you may wish to consider.

The George Washington University for some time carried on most useful work designed to prepare men for the Diplomatic and Consular Service. Other educational institutions have courses, of

which you doubtless know, of more or less thoroughness; but, I think you will agree with me, from the statistics I have given, that it is very doubtful whether it is either necessary or wise to consider the establishment of a special institution in any wise corresponding to Annapolis or West Point in this country for preparation for the Diplomatic and Consular Service.

I think it may well justify serious consideration as to how many special courses you can maintain in your universities—that is, courses additional to the regular courses in the university—for preparation for this particular work; but there is a way in which I think our needs can be met, and very much greater needs be met, by taking advantage of and meeting the condition which is confronting us now with reference to the training of men for foreign service in connection with our export trade, due to increased business with other countries through private enterprise. So far as I know, the eligible men for that kind of work are very few, and in this connection the educational institutions of this country are confronted with a problem which they will have to meet. From what I have seen of the work at Harvard and in the school of commerce of the University of New York, it seems to me that it would be perfectly possible to combine a course of training for the American consular service with a course of training for service in export trade, and have sufficient demand for those courses to enable them to be maintained, or, at least, a reasonable part of them.

MR. SMITH, of the Brazilian delegation. Could that be based upon the increase in the proportion of sale or possible sales, to be expected by reason of the expansion of trade?

MR. CARR. You can not make a prediction as to that. There are two or three things we have in mind for the future, but the time is not opportune for the accomplishment of them. One is a paid vice consular service. That would at least double the classified personnel. It would double with the natural increase in the number of consulates due to the expansion of our people and trade all over the world. Every year we put in a new consulate or so in South America or the Far East. Last year we established two or three consulates in South America and a couple of new ones in China. Next year we shall add to these, and, as the time goes on, the personnel of the service will be considerably larger. What I mean is that we shall, I hope, reach the point where we must have a paid or professional vice consular service, made up, not of men we pick up here and there and send abroad without any particular educational training and who, as under the present system, have no permanency of tenure, but men who will enter the service just as our consuls now do. And we shall some day get to that; just how soon I do not know. The development of our Consular Service should keep pace with, if not in advance of, the development of our foreign interests and commerce.

Mr. McCORMICK, chancellor of the University of Pittsburgh. Would there be any overlapping of duties of the commercial attaché by those of the consul?

Mr. CARR. I think they are sufficiently independent. We have tried to make them so. We have tried to define the field of activity of each, so that there should not be any overlapping. You understand, of course, that the function of the commercial attaché is primarily diplomatic rather than consular, and that all the work which consuls formerly did before the commercial attaché was appointed they still do. The commercial attaché, according to our theory and that of the Department of Commerce, is to add to and not to duplicate the work that has been carried on by the Consular Service.

Mr. McCORMICK. But their responsibility is not coordinate, is it?

Mr. CARR. There will always be a divided responsibility. The Department of State is responsible for the diplomatic phase of the duties of the commercial attaché, and the Department of Commerce is responsible for his commercial work. I do not, however, think that we need worry over that question. I think it settles itself.

Mr. McCORMICK. There is, for example, a diplomatic side of the Consular Service.

Mr. CARR. Yes; a very large one.

Mr. McCORMICK. That is particularly true in Australia, Canada, and in Calcutta, where the consular officer is a quasi diplomatic officer.

Mr. CARR. Yes; he actually has no diplomatic position, but by force of circumstances and by his own ingenuity he sometimes has practically diplomatic functions.

Mr. McCORMICK. You said there were 27 appointments made annually. How many were appointments to the positions of consul?

Mr. CARR. I should think at least half.

Mr. McCORMICK. And the others were what?

Mr. CARR. Student interpreters and consular assistants.

Mr. McCORMICK. How much attention is paid to the distribution of these appointments among the several States?

Mr. CARR. They are distributed geographically by States, according to population. I prefer not to enter into that very far, beyond saying that it has been perhaps one of the penalties we have to pay to get the system established.

I am convinced that the university training you would give a man who is to be an export manager or an international banker, or who is even to be a salesman abroad, is essentially that which would meet the requirements of the Consular Service. I do not see why it would not furnish the foundation for the making of a good consul, plus some specialization in international law and in the history of

treaties and similar subjects. It seems to me we have there the basis of a work which can be done and will meet our needs and those of the new field of foreign commerce.

The small number of men who can hope to gain admission to the Consular Service seems to me to make impracticable a special institution for training men for that service. Indeed, it would seem hardly to justify the maintenance of many special courses in the universities if those courses were not a regular part of the work offered. But there is a way by which it seems to me the requirements of the Consular Service can be met, as I have already intimated, without undue difficulty, namely, by combining the work for the Consular Service with that for foreign commerce. The latter field is a comparatively new one and yet likely to be of great importance and to require many men with special training and knowledge of languages. The course I have indicated in outline, combined with the so-called laboratory method of instruction employed at Harvard and in some other institutions, would doubtless prove of the greatest advantage in preparing men for useful consular careers.

However, since I am speaking of men who are thinking of training for the foreign service, I want to point out one thing which has generally been overlooked. It is not sufficient to consider mere educational training for the Consular Service, and, I might say, also for the Diplomatic Service. Something more than mere educational training is needed, and that is careful attention to the personality of candidates. Too much emphasis can not be placed upon the importance of personality. A man may come to us with ever so good an education and prove to be utterly useless for our purposes. If I could apportion the weight of education to that of personality, I should almost be inclined to say that the proportion should be about two-thirds personality and one-third education. A large part of a consular officer's work brings him into direct contact with men, and his success depends in a large measure upon his ability, first, to maintain good relations with these men; and, second, to influence their minds. However, it is of far greater importance ultimately that consular officers should be able to build up among the people in their districts feelings of respect and regard for the United States and its people than that they should be expert in the analysis of trade statistics and in the collection of information, although it is essential that these duties be performed, and performed efficiently. Regardless of their educational attainments, only men of good personality and of character can hope to carry on successfully the larger missions of the Consular Service, and, while obtaining protection for American citizens and their interests, make progress in the cultivation of cordial and sympathetic relations between their fellow Americans at home and the foreign peoples among whom they live, and

through them strengthen the bonds of friendship and understanding between the United States and other nations. If composed of such men, our Consular Service may win the regard and respect of the South American, his sympathetic interest in us, and his willingness to come naturally and of his own free will to trade with us and have relations with us. That is very important. I think a tremendous influence can be exerted through our Diplomatic and Consular Service if proper attention is given to the personality of the men.

The CHAIRMAN. One very important function that the American consular officer has performed is that of serving as agent in collecting information for the Department of the Interior and the Bureau of Education. I was recently telling some educational group at the Bureau of Education that few men can write such readable reports of education as these consular agents give us. Just how accurate they are I do not know; but they are straightforward and unusually readable. Some of you probably know that at the last meeting of the National Education Association a resolution was passed asking Congress to provide for educational attachés at the various legations, showing the growing desire which the educators of this country have for accurate information about education in foreign countries.

I hope those who are connected with schools teaching modern languages will consider the needs of the Consular Service in respect to modern language instruction. What the Consular Service requires is that its candidates be taught not so much about languages, but that they be taught the languages themselves and their practical use. What is your idea about that, Mr. Carr?

Mr. CARR. Well, Mr. Chairman, if the young men who come to us for the consular examinations exhibit correctly the results of instruction they receive in our educational institutions I think there must be something radically wrong with modern language instruction. The men may have a so-called literary knowledge of modern languages; they may be able to write books and translate accurately, but for the practical purposes of our consular service they do not either write or read the modern languages which they have been taught. A young man came into my office some days ago from one of the very well-known universities of this country. A very bright young man he was, too. He had completed his university course and wanted to go into the Consular Service, and was willing to go in as unclassified subordinate for the experience until he could take the required examinations. I asked him as to his qualifications and as to his education first. Then I asked him for his knowledge of foreign languages, and he said, "I had four years' work in French and German." I asked him "Where?" He told me the name of his university, and I said, "Then you don't speak or write the language?" His answer was, "No; I don't." That may be a some-

what exaggerated case, but it illustrates what the situation is in regard to the teaching of modern languages.

The CHAIRMAN. We shall not solve this question until we begin the teaching of languages much lower in the grades. There is now a growing movement to reorganize our system of 12 years of elementary and secondary education on the basis of 6 of one and 6 of the other. When that is done it will be possible to begin the teaching of modern languages at a time when children can still learn them with some degree of certainty and ease.

As Mr. Carr has pointed out, the demand for men in the Consular Service is not large enough to justify the establishment of courses in many institutions for the training which this service requires, and this is true also of the demand in other branches of education. President Goodnow, of Johns Hopkins University, tells me that three institutions in the United States teaching Semitic languages would be sufficient. I reminded him of a statement I had heard that at one time there were at Johns Hopkins four classes in Semitic languages, and one man made up three of those classes.

Hitherto we have been very busy developing the continent. Our attention has been turned inward, away from the seas to the inland. We have given comparatively little thought to the outside world. It is only within the past few years that we have begun to turn our attention to the world abroad and to foreign commerce, but now we have begun to manufacture for the markets of the world, and we feel the need of better means for international intercourse. The war in Europe has emphasized this need.

I think I reflect the true spirit of this Nation when I say that we do not desire to enter upon international commerce on a large scale in any spirit of narrow selfishness. We do not want to injure the commerce of any other country in the world. Our individual good is bound up with the common good of the world. It is our purpose to play our part unselfishly for our own good and for the good of all peoples. In this spirit we shall be able to accomplish most for ourselves and for the world as a whole.

I now take pleasure in introducing Mr. James W. Farrell, president of the United States Steel Corporation and of the National Foreign Trade Council of New York City.

PREPARATION FOR FOREIGN TRADE.

Mr. FARRELL. Mr. Chairman, ladies and gentlemen, I have been asked to read a paper on "Training for foreign trade." I naturally see it from the business man's point of view, since I am a business man.

Although foreign trade has always been a vital factor in the prosperity of the United States, the number of citizens directly

engaged in it has not, thus far, been so great as to lend national character to the question of training the young for its development. So long as our exports consisted chiefly of surplus natural products, the mechanism of sale and shipment was provided mainly by the oversea purchaser. The importation of large quantities of food products not produced in this country, manufactured merchandise, and raw materials for manufacture, has been conducted by a comparatively small number of individuals.

Mr. Edward N. Hurley, of the Federal Trade Commission, recently stated that there were 250,000 business corporations in this country, exclusive of banking, railroad, and public utility corporations. Only 60,000 of these earn more than \$5,000 per year. Reviewing the operations of these 60,000, he found that 20,000 have sales of less than \$100,000; 20,000 more sell from \$100,000 to \$250,000; 10,000 additional from \$250,000 to \$500,000; 5,000 corporations ship annually \$500,000 to \$1,000,000 worth of goods; 4,500 have total sales from \$1,000,000 to \$5,000,000; while only 462 industrial and mercantile corporations do an annual business of \$5,000,000 or more.

How many of these corporations are engaged in foreign trade is not stated, but from knowledge of those sufficiently interested to become affiliated with national organizations endeavoring to foster foreign trade, it is doubtful if the number is very considerable. It is doubtless true that the great bulk of the foreign commerce of the United States has been handled by a score of our largest corporations. This is because these companies were able to organize departments exclusively devoted to this branch of business and invest large sums of money in establishing agencies and branches in foreign countries. But the fact remains—and this, I take it, is the foundation on which we are building—that at least several thousand of the corporations referred to by Mr. Hurley are now becoming interested in the extension of their trade to foreign lands. No doubt many of them can, by sustained effort, develop oversea markets for their products and our foreign trade will gain through a greater diversification.

Those who are taking the initial steps by creating export departments in their organizations, and adjusting or changing their products to meet conditions prevailing in the markets they would reach, are, first of all, confronted by the problem of obtaining workmen, office men, salesmen, and executives trained to handle their business, a difficulty which, it is safe to say, but few companies find easy of solution. This condition prevails because the foreign trade of the United States is in its infancy and only recently has the question of special training been considered by public men, corporations, public schools, and universities.

We are only just realizing that this is one of the handicaps we have been under in the competition with our European commercial rivals, and this is why banking, shipping, exporting, and manufacturing offices are employing an ever-increasing number of foreign-born persons who acquire the requisite special training in schools, universities, and business offices in England, Germany, and France.

Few foreigners, however, become managers or salesmen for us, and among the brightest business men in the United States to-day are those Americans in our exporting offices, or out on the firing line, building a foreign trade. Abundant success has come to these men who have gone through the training mill and perfected themselves for the work. But I wish to impress upon you the fact that, if we need American ships and American banks for our foreign trade, the need for an army of specially trained American salesmen and employees is more acute.

It happens that since the war and while our exports have been increasing at an unusual rate, manufacturers and business houses of all kinds which never before handled a single order from a foreign land, have been receiving orders. To appreciate the need of trained men in this business, one should sit in the offices of the foreign-trade bureaus of the Government, or have an acquaintance among that large class of professional trade advisers operating as commission brokers, bankers, or as secretaries of public commercial organizations.

Upon receipt of his first few orders, and for that matter his first few hundred orders, the merchant new to the exporting business finds himself in dire need of advice and help. He is willing to pay for the advice, but sometimes intelligent advice concerning the intricacies of foreign trade is not available; least of all can he readily obtain the service of men capable of handling foreign business properly. Perhaps many of our new exporters have not yet fully realized their interest in this matter, but it is apparent to those who have been familiar with these problems that as trade continues to expand and more and more business houses find themselves called into the foreign trade field our progress as a nation will be retarded unless steps are taken, and that speedily, to overcome this defect in our commercial system.

It may be expected that for many years a large part of our exports will consist of natural products and foodstuffs which will practically sell themselves, while manufactured goods must be adapted to the requirements of the foreign buyer and sold in competition with those who are already well intrenched and well informed as to the requirements of foreign markets. It will be readily seen that as the competition becomes more keen the necessity for salesmen well trained

and well equipped to cope with the complex problems of export trade becomes more acute.

Of equal importance to the training of men for export trade is the preparation of others for the intelligent handling of import trade. Our position in international commerce should rest upon a fair exchange of values. Imports of raw materials indispensable to manufacturing constitute an element of value in the finished product and are a factor, therefore, in determining the price at which it can be sold competitively in a foreign market.

Knowledge of conditions governing production in other countries is gained only by the closest study and by using the sources of information available in various trades, based upon fundamental principles of commerce. Little does the public generally realize the vast amount of knowledge of this special nature possessed by those now conducting our import trade, knowledge which, as is the case with export trade, has been largely acquired by experience.

The various activities of foreign trade, such as manufacturing, buying, selling, advertising, shipping, banking, and investing, call for a steadily increasing army of young men. Many institutions heretofore engaged solely in domestic business are organizing export branches. In case existing staffs can not be utilized for this new work, additional organizations will be required.

Through its committee on education for foreign trade the National Foreign Trade Council has conducted an interesting investigation as to the efficacy of our public school and college education as a preparation for foreign trade. A general outline of the results of this inquiry will be presented to you by Mr. W. D. Simmons, chairman of that committee, and I will not discuss it further than to say that it indicated that even a knowledge of the three Rs was not thoroughly acquired by many of the graduates of our public schools.

It must be apparent that a thorough knowledge of these rudimentary branches is necessary to any man who contemplates engaging in commercial or social intercourse, and that without this groundwork he can not successfully equip himself with higher education in college or other institutions. The lack of adequate preparation in the common-school branches can not be laid entirely at the door of either pupil or teacher, since it is known that business men seldom exert themselves to the extent of demanding improvement in methods of instruction or in courses of study, although they are frequently the sufferers because of the educational shortcomings of their employees.

Indeed, the praiseworthy efforts of teachers to adapt their methods to the needs of everyday life often meet with scant response, and it is not therefore strange that public-school courses are molded along lines which accord with the demand for cultural adjuncts, which,

while quite necessary, should not be allowed to absorb the time and effort required to acquire the first essentials of a common-school education.

Under the influence of sentiment aroused by construction of the Panama Canal and conspicuous expansion of our foreign trade commercial geography is now more extensively taught, and instruction in languages, particularly Spanish, is extending. The usefulness of this instruction will depend upon the cooperation of business men with educators, but knowledge of Spanish, German, or French is by no means the sole necessity in preparing to engage in export and import trade. English is the most extensively used of the commercial languages, and it is of prime importance that an American engaged in foreign trade should be able to employ his native tongue effectively and persuasively.

It is frequently the case that the clerk employed in a business office or store is unable to write an all-round good business letter. This shortcoming is often the reason for his failure to advance. This lack of knowledge is frankly deplored by educators. While occasional progress has been made in the public schools, and commercial subjects are taught with an appeal to the imagination of the pupil, there is still much room for improvement.

In the schools of Chattanooga, Tenn., commercial geography is taught by means of a map of the world bearing a flag at every point where Chattanooga goods are sold. When the Panama Canal is considered, the interest of the pupils is instantly aroused by the statement that the Panama Canal could not have been built without certain materials manufactured in Chattanooga. This method might readily be employed elsewhere, as every State and city exports or imports some product. Such methods bring the pupil close to the countries and the oceans which are touched upon and keeps his interest alive. The world's associations are so intimate as to readily appeal to every boy and girl where practical examples are given, and the vivid impressions so made will never be effaced.

The problem of training for foreign trade is inseparable, so far as concerns common school or secondary education, from that of training for domestic business. The public school should prepare its pupils for life, and life with us is business. In advanced education, certain institutions are doing pioneer work, developing advanced courses in the economics of trade and in close association with those occupied in export and import business.

In several of our great seaport cities educational institutions have provided late afternoon or evening lectures for those employed in foreign trading houses or the export departments of manufacturing corporations, shipping offices, etc., thus bringing within reach of the ambitious the opportunity to reinforce practical experience by study.

The result is an effective combination of theory and practice. The graduate schools of a number of universities offer interesting courses to those who have completed college courses, recognizing that the need of higher education for foreign trade occupies the same plane of importance as the learned professions. Business men should see that opportunities equally attractive to those of the home field are open to the young men who thus painstakingly equip themselves.

But there are possibilities offering for men not possessed of a college education, for it is a fact that academic culture, while helpful, avails little as compared with training in business acquired through attention to detail and general application to fundamentals.

Special training is particularly necessary in trade with growing countries requiring materials for construction of railways, tramways, port works, mines, lumber mills, and power plants, all necessary to the development of natural resources which, in turn, will sustain a population consuming other manufactures. These countries are dependent upon foreign investment.

Hitherto, Europe has been the source of loans. It is general knowledge in Latin America and the Far East that industrial enterprises, financed in Europe, give preference to European materials. Often the purchases and the investment are a part of a single operation inaccessible to American industry. Such a transaction involves close calculations and the establishment of helpful relationships in the country affected which, practically speaking, means the creation of a special sphere of influence and, needless to say, can be successfully undertaken only by those thoroughly familiar with the business.

It is to be hoped that American capital will be employed in similar enterprise abroad. The degree of success will depend not so much upon the existence in this country of capital susceptible to the attraction of foreign opportunity as upon the intelligence, foresight, and knowledge manifested in taking advantage of such opportunity.

It is noteworthy, in this connection, that American banking houses have, since the beginning of this war, given greater attention to our foreign trade and, through the operations of the Federal reserve act, have established, or are considering the establishment of, foreign branches. They have found it desirable to begin the systematic training of men whom they believe best fitted for foreign work in the essential elements of foreign exchange, investment, banking, and collateral lines of business. It has been realized that one of the prerequisites of success in such fields of endeavor is either securing men experienced in such work or developing them.

The first necessity for a young man engaged in foreign trade is a knowledge of the particular business in which he is employed. Nothing can take the place of this, for mistakes can be made in every

language and in every land. In many markets, the superiority, quality, finish, and adaptability of the American product are factors in its favor. No salesman can employ this fact to advantage unless he is technically familiar with the product and able to demonstrate it; nor can he quickly perceive new opportunities unless familiar with every possibility of his goods. Should his product not be quite adapted to the especial needs of a foreign market he should be able to recommend changes which will be acceptable alike to his customer and the factory.

Our schools and colleges are now turning out technically equipped young men for all industries, and these, together with others coming up from the ranks, are the material for an increasing army of foreign traders.

The second qualification is a knowledge of foreign languages, and this can be gained by any intelligent man. Linguistic ability, for business purposes, is very different from that taught in schools and colleges and by the average instructor, which is based on literature and reading, rather than on conversation and commerce. It is doubtful if public school and college instruction in languages ever will prepare the salesman to transact business in a given tongue. Personal contact with those in foreign countries is necessary, as the young trader will find after taking up his residence abroad.

The attention which a number of American firms are now giving to the equipment of their young men for both domestic and foreign trade is commendable. Their plans have been developed in the past few years, ranging in the case of some firms from a practical training under skilled instructors in all the phases of their foreign trade to classes in manufacturing, when the students visit the mills and workshops and are systematically taught (although, necessarily, in a comparatively brief time) the principles of manufacturing and the uses of the manufactured product. Others are training selected young men in their shops and mills, to later acquire an office experience preparatory to their use in foreign and domestic branches. Still others are either having classes in foreign languages conducted in their own offices or plants or are facilitating in commercial schools or colleges study of commercial law, transportation, languages, economics, or such other special topics as the employee destined for foreign or domestic service will require in his future career. Some have special manufacturing courses for beginners covering periods ranging from several months to several years; in the latter case, where considerable technical knowledge and experience are required to develop a satisfactory salesman or engineer.

The chief requisites, therefore, in the training of young men for a successful career in the foreign trade may be briefly summarized as follows:

1. A well-grounded knowledge of the English language, to permit clear and concise expression. A knowledge of one or more languages in addition to English.

2. A comprehensive knowledge of the fundamental rules of arithmetic, including percentage, merchandise and currency calculations, and short methods of accurate computation.

3. A practical knowledge of business-office routine, including the proper handling of mail, receipt and preparation of orders, invoicing, and accounting.

4. A practical working knowledge of the routine of manufacturing of any given line of products, including the elements of cost of production. If this can be arranged by actual experience in manufacture, the results are likely to be of greater benefit than the superficial, limited inspection of manufacturing processes frequently used as the basis of a salesman's equipment.

5. Sufficient acquaintance with commercial law and practice, particularly with respect to the negotiation of ordinary business contracts, to enable determination of ordinary questions relating to business without frequent recourse to legal assistance.

6. A knowledge of domestic and foreign markets, based upon a careful study of natural and manufactured products, and their application to the commerce of nations.

7. Systematic study of the ocean-borne transportation of the world to attain a degree of familiarity with the types of vessels suitable for the various cargoes adapted to respective trades, the loading of such vessels, the relation of freight rates to measurement and weight cargo, and to the class of cargo, a general knowledge of the fundamentals of chartering, ocean bills of lading, consular requirements, marine and war-risk insurance, and similar subjects identified with ocean transportation. If the products to be sold come into competition with home manufactures or with materials on which there are discriminatory duties in favor of other nations, the study of the customs tariffs would ultimately be essential.

It is manifestly difficult, within the limitations of a brief paper, to set forth more than a general outline of the elementary training required by those who expect to make foreign trade their life work. That "experience is the best teacher" is a truism especially applicable to foreign commerce.

It is quite within the range of the capabilities of the average young man to acquire, through diligence and application, a practical training on the subjects enumerated, and the knowledge thus ac-

quired is an equipment which will undoubtedly form the basis of a successful business career.

Mr. BRANDON, of Miami University. Mr. Chairman, I would like to call attention to one of the reasons why instruction in English about which business men complain so much is so often poor. It is so often the case that the teacher of English is overburdened. He has not only too many classes to teach, but these classes are entirely too large. Imagine a business man trying to instruct 30 or 40 clerks at the same time and to properly educate them in any particular line of work. We know that the horse breeder will get one man to devote all his time to taking care of and bringing out the fine qualities of one horse that may be eventually worth perhaps as much as \$50,000; but yet a man will let his son, for whom he would not take \$50,000,000, go into a large class in his mother tongue where the business man himself recognizes the fact that excellence in that tongue and the correct use of it is the foundation for all his future career, either business, social, or political.

Mr. CLINTON D. SMITH. Mr. Chairman, I want to say as a Brazilian that we demand in the men who propose to come to Brazil for business that they shall be men of affairs. We want them to speak French no matter what the issue of this war may be. French is the most important one language to know; and ill fares the concern in business that sends to Brazil representatives that do not speak French. And then I beg again to call attention to the importance of learning Portuguese and not Spanish.

Send us, if you can, men of character. I have seen many hundreds of business men in Santos go to ruin because they were not men of character. Send us men of good physique and good morals. As to their mental equipments, I do not propose to go into that to any extent. English is something I suppose that they should have, too. There is 10 per cent less English spoken in Montevideo to-day than there was 10 years ago. Why is that? Because the Germans, with their ordinary horse sense, have gone to work to win the commerce of Montevideo, and you can not take it away from them. Why, Mr. Chairman? Because they are trained in the essentials; because they have dedicated themselves from early youth to one specific line of work in one specific country and under one specific set of conditions. The German may not be mentally as broad as the American-trained business man, but he is sharper when it comes to special training.

But above everything the Brazilians appreciate a good, straight, upright, and honest salesman, and your American salesman of that type will beat out any tricky salesman from any other country, no matter how well prepared the other fellow may be. I have seen it done. I can cite you many instances in the sale of cultivators.

There is another thing I want to speak of in this connection. You ought to have a good survey of Brazil, and I am glad to learn that the Forestry Department has taken that up. We have an enormous amount of forest land there; nobody knows just how much there is of it. We have many things in Brazil that you need, and you have many things that Brazil needs. There are men from Brazil now making a survey of the markets of this country to see where they can best sell the goods that Brazil has to sell.

In conclusion, then, we beg and beseech you to send us good, strong men first—that is the most important—and then men who are trained for the business, who know French and Portuguese, and then know thoroughly some one specific line of work. If they are coming down there to sell woolen goods, if they are going to compete with the Germans, they must know the sources and markets of wool.

I thank you for this opportunity.

The CHAIRMAN. It is very well that we should have our attention called to the fact, which perhaps some of us do not fully realize, that Brazil occupies such an immense area, and that its language is Portuguese and not Spanish. It has as large a population as the United States had in 1850, and, as you have been told by Mr. Smith, Brazil is 300,000 square miles larger than the United States. I would like to ask whether one can get along with Spanish in Brazil?

Mr. SMITH. They don't like the language of the gaucho, or cowboy, as they call Spanish, but they do understand it. It is very similar to Portuguese.

The CHAIRMAN. In this connection I might state there are only three high schools in the United States, so far as I know, that teach Portuguese. We shall need more knowledge of this language in order to succeed well in our efforts to develop commerce with Brazil.

The meeting adjourned at 12.20 o'clock to reconvene at 2.30 o'clock in Carroll Hall, the use of which had been tendered by the rector of St. Patrick's Church.

AFTERNOON SESSION.

The meeting was resumed at 2.30 o'clock in Carroll Hall. Dr. P. P. Claxton presided as chairman of the conference.

UNIVERSITY PREPARATION FOR CONSULAR SERVICE.

The CHAIRMAN. Mr. Carr has promised to come here this afternoon if he possibly can. I think it may be well for us to take up this afternoon his paper and the questions that you may want to ask him, and then discuss more specifically the commercial educational purpose of the conference. Until Mr. Carr comes let us continue to consider the subject of his paper—that is, preparation for the Consular Service. Is Mr. Adams of the steering committee of this conference here?

Mr. ADAMS. Yes. I see here, however, another representative of Leland Stanford who is as fully qualified to speak as I am upon the interest that we have in training for the Consular Service, but I will first say a few words.

My own particular interest, and I judge that of most of the delegates from the American universities and colleges, is in trying to see what we as colleges or universities may do for this service. The problem that confronts us is one that confronts all university teachers, whether of history, economics, law, jurisprudence, or of languages, and it resolves itself into just what we can do. Now, in the paper presented this morning by Mr. Carr certain statements were made which seemed to qualify the usefulness of American universities. The statement that 27 men per year had been appointed in the service seemed to make it for most American universities not a very profitable thing to deal with in any large way.

In preparation for this meeting in which I am greatly interested (we have sent a few men from Leland Stanford University into the Consular Service), I examined the courses in the catalogues of 8 or 10 principal universities of America which they claim are serviceable for the Consular Service.

After hearing the paper which was read this morning I doubt whether more than one-half of those courses are of any use, and I feel that what we need most of all is direction from the head of the Consular Service in Washington to determine, if possible, the exact

nature of the courses we may give. We have recognized that we can not by any possibility fully equip a man for the Consular Service. My own feeling about that side of the question this afternoon is that we shall make best progress if we can get specific answers from Mr. Carr in respect to these courses, which seem to be limited so far to courses in international law, in commercial law, maritime law, business administration, accounting, general history, and most of all, in actual spoken language work, which he quite wisely and rightly stated is very deficiently treated at present in our universities.

I really know very little about the subject treated in the second paper of the morning session. But in the matter of consular training for men of higher caliber, higher character, and higher recognition of what their duties are, I am intensely interested and am ready to answer questions in regard to what I have done in the preparation for this meeting. As I have said, I examined catalogues of a number of universities in order to see what instruction they give along this line. I have also conferred with Mr. Eli T. Sheppard, the founder of the Japanese consular service. He began, you know, his work in San Francisco in 1862.

The CHAIRMAN. Will you kindly tell us what you do?

Mr. ADAMS. We give courses only in history, economics, jurisprudence, etc., which in other universities are specified as fitting for the Consular Service. It so happens that four or five young men have taken work in economics, jurisprudence and history, and have entered the Consular Service. We have courses that cover nearly all that is covered in the other universities, but we make no special pretense of specially fitting a man for the Consular Service.

The CHAIRMAN. That would be practically a repetition of what Mr. Carr stated this morning to be the practice in other universities?

Mr. ADAMS. Yes. There are other courses, however, in other universities. I know Chicago University gives a course in ethics.

A VOICE. Would not that meet the requirements of our Brazilian friend who spoke this morning?

Mr. ADAMS. I think likely it would.

The CHAIRMAN. You spoke of Mr. Eli T. Sheppard and of what he thought was desirable.

Mr. ADAMS. Yes; will you permit me to read his statement?

The CHAIRMAN. We shall be glad to have you do so.

Mr. ADAMS. Permit me to offer, then, by way of preface, a personal statement in regard to Mr. Sheppard. He began his diplomatic and consular service during the Civil War in the Department of State of Washington, and afterwards served for a long time in China as consul and consul general. He is really the founder of the modern Japanese consular service.

If I may confine myself to the requisites, I think I can state briefly those which Mr. Sheppard says are of prime consideration in training for the consular service: First, an advanced degree of education and knowledge of special character, since no general college course is adequate; second, preparation in a broad college course into which is to be woven special training—a good consul, however, must have something more than a special education and training; third, a consul must always have the ability to speak the language of the country to which he is sent; fourth, good manners and good social standing; and fifth, to sum up, in addition to a liberal education, a highly specialized knowledge of international law, commercial law, political economy, consular and commercial treaties, commercial geography, and modern languages. This is a high standard that is set by Mr. Sheppard; and, as you see, he insists that no college education can qualify a man.

To return to the thing that interests us here, I want the Department of State, or Mr. Carr, to tell us what sort of curriculum we should offer in the colleges and how that may be supplemented later by further training.

DELEGATE OF CLARK UNIVERSITY. My experience in Europe has been that one of the great obstacles to the effective work of an American living abroad is the conceited contempt that the average American has for foreign countries, and I think that the same attitude will possibly be found in some of our official representatives in foreign lands. I should like to ask Mr. Adams whether in any university there are courses which try to inspire the men with a sympathetic appreciation of the Spanish or French or the people of any other country to which they may be sent?

MR. ADAMS. I answer that by saying that within the last 10 or 15 years most American universities have developed courses which are intended not only to give a knowledge of history, the externals of foreign countries, but something of the civilization, the culture, and the ideals of those countries. How far that can be accomplished it is impossible to say.

THE CHAIRMAN. In mentioning the qualifications necessary for a successful consul you stated as one of those requisites a definite and comprehensive knowledge of the country and the people to which the consul goes. Some time ago I talked with a man who stands high in the Consular Service. For many years he was in South America. He said the South Americans disliked us because of our ignorance of South American geography, history, literature, and life, and our air of contempt for things South American. We and our representatives need to have some real knowledge of South America, and our schools should undertake to give it. Until now we have used South America largely to practice map drawing on in the

schools—because it is so easy to draw—and the average high-school boy and average college man know practically nothing about South America, its geography, its history, its life, its culture, and the ideals of its people.

Mr. McCORMICK. I do not want to make a speech, but I do want to have this conference accomplish something, if possible. If the Consular Service is not an important matter for our universities—and it would appear so from what Mr. Carr told us this morning—then would it not be wiser for us to turn to that field which obviously is important? And no one can be in doubt after listening to Mr. Farrell this morning as to what that field is. If the universities can only train 27 men each year for consular positions, but can train 2,700 men for other positions in South America and elsewhere, should not this conference give itself over to the discussion of the latter rather than to the discussion of qualifications of the Consular Service?

Mr. BRANDON. I think it might be well if Mr. Martin, of Leland Stanford, to whom Mr. Adams referred, would give us a brief résumé of the course of study that he gives on Latin America.

Mr. MARTIN. The work at Leland Stanford University along the lines of Latin-American history is something that is comparatively new. The courses we are offering are still somewhat tentative in character. At the same time I think we are justified in feeling we have reached certain conclusions. It is my purpose in giving these courses, not only to give such students as have only, let us say, two or three hours per week throughout the year to devote to this subject as comprehensive an idea as possible of the historical facts of the Latin-American countries, but I attempt to give them as well some insight into the civilization and culture and the development of those countries.

Perhaps I can make my meaning more explicit by outlining briefly the topics that we give in this course. There is, first of all, the pre-Columbian civilization; then a brief account of the period of discovery and exploration; and then a more detailed treatment of what I call the transmission of European culture—in the case of Spanish America the culture of Spain and in the case of Portuguese America the culture of Portugal; in other words, a somewhat intensive treatment of the colonial period, for it was then that the society which is at the basis of the modern nations of South America was in process of formation. Then follows a treatment of the Spanish-American wars of independence, and then a somewhat more intensive discussion of the political and social evolution of the chief countries of Latin America, with especial emphasis on Argentina, Brazil, Chile, and Peru. In the case of each of these countries I endeavor not only to trace political development, emphasizing less the revolu-

tions that have taken place than certain political tendencies that we find in these countries, but offer as well a number of lectures dealing with the present-day civilization, discussing to a certain extent the economic and social problems in these countries and their progress along educational lines and the like; and, finally, for the end of the course I always plan to keep in reserve a number of lectures in which I treat of the relations between the United States and Latin America, as well as Pan Americanism, the Monroe doctrine, etc.

I have also other lectures of a more advanced character. These, however, fit in more strictly with the work of the historical department and have less general value to the students of the university as a whole.

Mr. MANNING, of Texas. Mr. Martin's outline of the work he is giving at Leland Stanford University in the history of the Latin-American countries has interested me greatly. My work is primarily history, and my primary interest in history is in the Latin-American countries. At the University of Texas I give a course, three hours a week, extending through the year. In the study of the history of Latin America I follow nearly the same plan described by Mr. Martin.

Last spring some of us at the University of Texas who are interested in Latin America and in the Spanish language got together and tried to formulate a list of the courses that we are now giving and hope to be able to give soon, which would fit our students for service in these Latin-American countries primarily along business lines; and incidentally we considered the question of the Consular Service. Our work resulted in a little pamphlet, "Facilities at the University of Texas for the Study of Latin-America," in which we have tried to set forth the rapidly increasing importance of a knowledge of these countries. And we begin by listing business men and other groups of men and women. In other words, everybody ought to study about Latin America. Some, of course, can study much more extensively, but all college students ought to know something, have an intelligent grasp of the civilization and of the history of those countries.

We have placed in the various departments, in the first place, the Spanish language; we do not give the Portuguese, although we announce that we expect to give the Portuguese as soon as there is a sufficient demand for it—and that demand is coming. In the field of history we outline the courses that we give in Latin-American history, and then indirectly other courses of history that will fit students for going into these foreign countries. In the course on government of our own country and the comparative government of other countries, we endeavor to give our students something of the knowledge of these Latin-American countries, and, of course, the

other foreign countries. The School of Business Training that has been recently organized at the University of Texas is giving courses on trade, commercial geography, commercial law, etc., that indirectly fit students for this foreign service.

Although we discussed it and considered it for a time, we do not include in our pamphlet any announcement of the fact that we are trying to fit men for the Consular or Diplomatic Service, partly because of the fact that so few from any one State could hope to get into the service, since admission, as pointed out and as stated by Mr. Carr this morning, is a difficult matter and is based on the population of the various States. The question which I asked Mr. Carr this morning presents a serious obstacle; that is, the necessity for a geographical distribution of appointments in the Consular Service. We have at the University of Texas a great many young men, and if we are going to invite them to take courses on any particular line we have to be able to tell them why they should take such a particular line of study; and in this case we have less than one chance each year for a man to get appointed from Texas—not a very inviting field. We can not hope to induce very many students to take a course which can lead to not more than one place a year. So we are emphasizing this commercial phase and the general need for increasing our knowledge of Latin-American countries, in order to overcome the snobbishness that is said to be characteristic of the American when he travels in those countries.

Mr. Carr, Director of the Consular Service, arrived at this juncture. The presiding officer asked whether the members of the conference now wished to divide into two sections or symposia for the purpose of separate and more intimate discussion of training for the Consular Service and foreign trade. The conference expressed the wish to continue its discussion as a single body. It was so ordered.

Dean DAVID KINLEY, of the University of Illinois. The difficulty of finding places has been referred to as a great objection to courses in our universities and colleges in preparation for the Consular Service. Every boy who is looking forward to that kind of work asks the question, "Can I get a job?" That is sometimes difficult to answer. On my advice we abolished our special course for the Consular Service some five years ago because we found that when we prepared men they could not be placed without the exercise of a political pull, and I was not willing to attempt that. I speak plainly because unless we understand exactly what our experiences and our difficulties have been, we shall not accomplish anything.

A general course of study for consular service is very fine but unless we can assure a man that he will have the chance of advancement if he proves his ability, it will not be an attractive field for our

young men to enter. We can not give any such assurance now; and that is why I have advised uniformly for the last five years against going into Government service.

I want simply to stress that point without saying anything about the course of study we used to give, the distinguishing feature of which, however—if it was distinguished at all—was this: That as the finishing touch we undertook in each case to secure some one who would give the student in the last part of his senior year training which would have specific reference to the field the student wanted to enter. I would be glad if Mr. Carr can meet the practical point.

MR. CLINTON D. SMITH. I have a final question which I wish to ask. I translated during the noon hour the proceedings of this morning to the Brazilian delegates, and they were very much interested. They say their consuls are not efficient, and they want you to see whether it is best to try to train consuls in universities already fairly equipped in a general way, or to concentrate the education for consuls in one single university at Rio. Which would be the most economic, in your opinion?

MR. CARR. The latter, of course. I wish it were true that in this country you could concentrate all your training for the foreign service in a large institution—not an institution, however, which does nothing but prepare for the foreign service, but a university like Harvard, Yale, Northwestern, or Princeton. It is perfectly obvious you can not. Probably they can in Argentina. If they can, I think it would be a good thing.

MR. SMITH. Or in Brazil.

MR. CARR. In Argentina they can do it still better, because they have that great university at La Plata.

THE CHAIRMAN. Would it be advisable, or would it be practicable, if advisable, Mr. Carr, to send young men who expect to be consuls in South America to one of the South American universities for a year or two, where they have work of this kind, or could courses be given there that would equip men for the service of this country in other countries?

MR. CARR. They might be, but I should prefer to have the training done here.

MR. DAVID SNEDDEN. You said nothing this morning about the language used in Japan and Russia.

MR. CARR. We take care of that as well as we can ourselves, simply because those languages are different from other languages. Most Governments have found it necessary to select young men at an early age and put them out under a tutor and have them study the language there, and that is what we are doing. We select our young men and appoint them as student interpreters and send them to their location to study under a tutor. At the end of two years

they have their examination and get a promotion to the grade of interpreter if they are qualified. They have other examinations two years apart, and finally reach the grade of consul, and then go on up in the Consular Corps. Their service is limited, however, to that country in the language of which they are proficient.

Mr. ADAMS. Before you came in I outlined what I wanted to ask you, and I am going to repeat the question. I stated that our difficulties were that there were not sufficient opportunities, but that as universities, without any specific schools for consular training, we should like to have direction from you or your office as to the courses included in your examination, or in addition to your examination, in which you want men trained in the universities. Would you be prepared to draw up a curriculum of essential studies which could be given to American universities, so that when a chance student comes in and says "I want to train for the Consular Service," we should know exactly what to do?

Mr. CARR. I should be very glad to help, but I thought that a part of the purpose of this conference is to standardize the course for the Consular Service for all American universities.

Mr. ADAMS. The difficulty is that if we try to get the universities to make up that curriculum, we shall all express our fads and fancies. If we get from the Department of State a suggested list of courses, definitely desired for men going into the Consular Service, we can then say to the young man who comes to us, "Here are the courses advised by the Department of State which will be of help in preparing for preliminary examination."

Mr. CARR. It seems to me the proper channel to accomplish the end you have in mind is through the United States Commissioner of Education, Mr. Claxton.

The CHAIRMAN. We shall be glad to cooperate with the committee to be appointed, and give them your ideas so that they might be embodied in the report of this meeting. Would that be satisfactory?

Mr. ADAMS. Some such step as that would be very useful.

Mr. CARR. I should be glad to help the committee in any way I can.

Mr. ADAMS. I should like to ask one other question. You spoke this morning of the inadvisability of a central university here in Washington training for Consular Service.

Mr. CARR. For that service alone.

Mr. ADAMS. Alone, yes; and, of course, we all agree that the young man must have a broad, general education, anyway. Would it be feasible, in your opinion, to have under the Department of Education or the Department of State, or under whatever other arrangement might be found best, a one-year graduate training school here in Washington for young men who have pursued in universities the courses fitting them for that examination?

Mr. CARR. Why, yes; provided you are able to support the institution. That was one of the elements in my mind this morning when I was talking. I simply tried to make clear that the demand for men is so small, so limited at present at least, that I did not see how a university or a number of universities could afford to do special training for that particular service. Now, if you can find in some way to establish in Washington a graduate school that will do that and perhaps do graduate work for other branches of the public service——

Mr. ADAMS. I suppose Mr. Claxton would find funds for that——

The CHAIRMAN. Your Congressmen will furnish any funds that you demand——

Mr. CARR. Then, I think you would be accomplishing a very great step.

Mr. ADAMS. The reason I asked that is this: That with some experience with consuls in various countries, with some experience with young men who have been appointed by your department whom I have known and have helped to teach, I thought that we are far behind other countries in that intimate contact with the department which you represent in Washington. That is the essential thing, the essential connecting link between their service and what they get.

Mr. SANTANDER, of the University of Washington. It seems to me, Mr. Chairman, that the Consular Service demands a certain knowledge of commercial branches. The Consular Service is entirely different from the Diplomatic Service and is dedicated to the development of the trade between the country where the consul is stationed and his home country.

Chile follows or imitates Germany so far as the Consular Service is concerned. Before the man is appointed Chile must be assured that he is thoroughly acquainted with the commercial situation and the history of the country to which he is sent; he must be thoroughly acquainted with the history and geography of all the world; and he must have a knowledge of international law and commercial trades between his own country and the country to which he is sent. I think you will admit that in the United States there is still a great lack of men who have an adequate knowledge of foreign trade. Very few, it seems to me, are properly acquainted with the geography, physical, political, and economic, of South America. I think one of the reasons why this is so is that the United States is a very large country with wonderful opportunities at home, and the people have been largely occupied in local industry. But to-day, as a consequence of the building of the Panama Canal, and on account of the European war, the United States is beginning to take her po-

sition in the world and to obtain her share of the trade of South America.

In conclusion, a person who desires to enter the Consular Service should first study commercial branches in a high school or university and should then study for a year or so subjects bearing directly on the Consular Service in some university where they have established that line of training.

Mr. CARR. Then, I understand that you agree with the proposition that I made this morning for a combination of the preparation for the Consular Service and for commercial service?

Mr. SANTANDER. Yes; I think that would be very successful.

Mr. CARR. I think that would accomplish precisely what you have in your mind.

Mr. HOKE. If you train for both the Consular Service and for commercial business or trade, how are you going to pry the man loose from the business line that he enters, if he is successful in it, in order to get him into the Consular Service? I do not think that you can do it.

Mr. CARR. That may be so in some cases, but at least you would be better off under that situation than you would under the present one, because there would always be some men who would prefer Consular Service to foreign trade. I think that some men would prefer Consular Service even for a selfish reason, namely, the experience which they might get in that service for possible future commercial work in a private capacity; but, at least, you would have a foundation, a grounding in the essentials necessary to good consular work or good commercial work, which you do not have now.

Mr. MANNING. Is there any possibility of an American consul being permitted to engage in business in a foreign country or in a profession, as our friend Mr. Santander is engaged here in this country?

Mr. CARR. No. Our consuls are paid a salary and are prohibited from engaging in any other line of business or receiving any perquisites whatever. They are limited to their salaries and are bonded to keep that obligation.

Mr. MANNING. That does not apply to consular agents, however, does it?

Mr. CARR. No; it does not apply to consular agents in any country so far as I am aware.

Mr. MILLER. In view of the limited number of people appointed to the Consular Service, and in view of the general agreement that these men who are appointed should have a comprehensive understanding of the conditions and language of the country to which they are to be sent as consuls, would it be feasible to make preliminary selection and send these men to the country to which they are to be appointed for further training in the field—a training of a practical kind?

Mr. CARR. That is being done now in a way. The newly appointed men, especially since last February when Congress passed a law which permits it, are not appointed or assigned to posts of their own, but are, as a rule, sent on detail to the office of consuls general or consuls, who are understood to possess ability to impart instruction to young officers and are kept there for a time for the very purpose that you have described, learning the work by doing it, and also learning something about the country in which they are to be stationed. That accomplishes, I think, exactly what you have in mind.

A DELEGATE. In connection with your statement about combining foreign service training, commercial and consular, I want to ask this question: The two trainings would not be just the same, would they?

Mr. CARR. No; I said this morning that it would be necessary, of course, for the consul to specialize in certain things in addition to the main features of the commercial training.

The DELEGATE. Then, here is the question which I wanted to ask: Would that involve more than one or two extra courses?

Mr. CARR. I think not.

The DELEGATE. In that case the problem would be comparatively simple.

Mr. CARR. That is exactly my purpose, to make the proposition as simple as possible for the university, and as practical as possible.

Mr. WILDMAN. I have two or three questions, perhaps I can ask them all in one, for they lead back to this matter of a graduate course. In the first place, who would give the instruction in this graduate course; second, what would it cost, say, a year; and third, could such a course, under the direction of the Department of Education or the Department of State, be opened to both commercial and consular aspirants?

The CHAIRMAN. This really means, I think, Mr. Carr, have you any power to run a university?

Mr. CARR. I am afraid I am unable to answer that question because, in the first place, I am not a practical university man and I have no idea of what universities cost; in the second place, I do not know whether you could get a consular school established here as a Government institution.

Mr. WILDMAN. I had this in mind when I asked the question. I thought I would get that answer. Would it not be possible to have for students, who had finished such a course as universities are able to give, a course of lectures here in Washington, given either by your office or by persons associated with your work, the lectures to be supplemented by courses of reading prescribed by your office? That would cost practically nothing as compared to cost in universities. There would be no need of the complicated machinery of the university in such a case.

Mr. CARR. I do not think you would find that that would work very satisfactorily, because every one who is capable of giving such instruction already has his hands more than full and he would not have the time to devote to that work. George Washington University not only had a university course, but some graduate work of that kind, and drew upon the Government departments for its instructors, and it had a great deal of difficulty in getting the men it wanted, because those men were otherwise occupied. They can not, as a rule, give the time to it that is necessary; and when they do, they require fairly generous remuneration.

Mr. VON KLEIN SMID. Mr. Chairman, in a good many of our departments we draw upon men specifically trained to give to our students certain short courses, not necessarily for a week or for two weeks, but perhaps for half of a semester, or something of that sort; and we have not been particular, so long as a man is of large caliber, whether he be a university-trained man or not. We get him for the work he can do, and the knowledge he has on a particular subject. Now, is it not possible for us, in the States, to draw upon men who have had consular experience, to come in and give short courses to our students? We do not have to come to Washington, but can not we get men to come to our universities?

Mr. CARR. That would be almost impossible. You are speaking now of getting men from the Diplomatic and Consular Service?

Mr. VON KLEIN SMID. Yes.

Mr. CARR. It is almost impossible, because those men are back in this country for a very short time only, and when they do come back it is usually on a leave of absence that is well deserved. When consuls are here and have any time they are likely to be detailed to talk to chambers of commerce and business men on trade conditions, and they really have not time for university work. So you could not count on that with any certainty at all.

A GENTLEMAN. Are there not some consuls retired from service who might be used?

Mr. CARR. Yes; I think you could find a number.

The CHAIRMAN. Could you keep them in the service and detail them to this particular work, as they detail retired Army officers for some kinds of service?

Mr. CARR. We could not; because we have all we can do to man our service now.

Mr. EGBERT, of Columbia University. I should like to ask Mr. Carr whether he thinks it is wise for the universities to encourage young men in this direction on account of the small number of appointments and the difficulty of securing positions? Would it not be wiser for us first of all to try to place this whole matter on a different plane so far as the Consular Service is concerned? I think it is doubtful

whether we ought to encourage these young men and run the risk of leading them to bitter disappointment.

Mr. CARR. I am glad you asked that question, because it gives me an opportunity to say this: The reason I called special attention this morning to the small number of men who can hope to get into the service was in part reply to just the question you have asked, because I knew it was going to be asked. I think I ought to explain the whole system and let you get it clearly before your minds, going back to the enactment of the civil-service law, applying civil-service rules to the Governmental departments, not at first to the Consular Service but to the departmental service. You will recall that there was provision in that law for a distribution of the appointments among the States in accordance with their population, and that rule has been followed ever since, except when the States were unable to fill the requirements, when I believe it may be ignored. Now, when the President changed the way of entering the Consular Service, and put consuls in the classified service, he followed exactly the same practice that exists in the general departmental service, namely, the apportionment of appointments among the States, in proportion to their population. You can learn any time by inquiry how many appointments a given State is entitled to, so that you will know what chance there probably is of getting into the service; but whenever a State fails to furnish enough candidates to fill the vacant places in the service, State lines are ignored and candidates are appointed from the eligible list in the order of their standing.

Sometimes for a number of years the so-called under-represented States have been unable to furnish a sufficient number of candidates for the places to which they are entitled, such as student interpreters. State lines have been ignored in regard to those appointments for some time past. Men have come in whether they came from the District of Columbia or Arizona or New York, regardless of the rule of apportionment, because we must continue the service, and if we can not get the men under the apportionment rule we must get them anyway.

That is a perfectly frank statement of how the system operates. I see your position as educators, and I see your difficulty in not being able to advise your students as to whether or not they can get into the service. But it is not for me to say whether you can get rid of this rule or not.

Mr. KINLEY. I am aware of the fact that there are universities that would be willing to establish a university in Washington if there were any encouragement. Even beyond the question of State assignment there is a question in the State itself. I do not know of anything we could do here this afternoon that would be more re-

markable than to have a definite understanding that our work would influence those who have control of such matters, to appoint to the Consular Service men without regard to State, without regard to politics. The problem would be simple. We can train men, as Mr. McCormick has said, for foreign trade.

Mr. CARR. The apportionment rule is a drawback, but there is a way of getting around it in the way I have mentioned; that is to say, if the demands of the service are greater, then the apportionment rule is not followed. If your State is underrepresented and a student in your university files his application for designation or examination and complies with the departmental requirements that I mentioned this morning in respect to filing a recommendation or letter of consent of his Senator, and assuming that this application shows that he is probably a man qualified for the admission to the examination, he will be designated and will take his chance along with other people.

The CHAIRMAN. We thank you. If I understand what we have gained so far, it is this: That there is a stronger demand than ever before for trained men with some kind of special education and training for the Consular Service; and that the demand is not large—not large enough to justify one university, for instance, in each State or any large number in the whole country in undertaking it. It is desirable to find some means, however, by which the work can be done somewhere. I am sure Mr. Carr would be glad to answer any questions of your committee when the committee is appointed. It seems to me the best thing to be done is to appoint the committee to take this matter up with the Department of State and with the colleges themselves and to find just what is done at the colleges and how it is done and, in so far as it can, to offer some constructive recommendations. In this way only shall we be able to make definite progress.

Now, we come to the other questions in which Dr. McCormick is interested: What are the demands for preparation for foreign trade here at home and in the foreign field? How can the demands then be met? Probably each one of these may divide into two questions, i. e., what is necessary for the university or college course, and what can be done in secondary schools?

Mr. McCORMICK. I represent, I am sure, a large number of persons and institutions which are anxious to do something in this present situation and to cooperate in every possible way in the solution of these problems; and at the same time all of us are practically at a standstill because we do not know what must be done. For instance, we have established in the University of Pittsburgh a school for training young men in every line of business. We examine 200 students who are candidates for degrees and have a very large num-

ler who are studying in the evenings the Spanish language and other languages which may be of use to them; and yet we proceed vaguely, except in so far as our own business in this country is concerned.

Now, we want to do something not only to extend the trade of America to all other countries—Europe, Asia, Africa, and South America—but also to do something to cement the friendship with all these countries, and particularly at this time the Latin-American countries to the south of us. It seems to me that if we hope to make any progress in this we ought to establish a relationship between our business establishments and our universities, so that the business establishments will tell us what they want and the universities will supply that need. And thus far there does not seem to be any particular relationship between the two.

In addition to my own personal work in the university I am one of the directors of our chamber of commerce, the chairman of our education committee, and a member of the foreign relations committee, and in that *département* of civic activity I am bringing up these questions, trying to get them discussed, and we are getting them discussed almost every week; and yet in this respect we have no definite aims, and we are making no definite progress even in that marvelous commercial and industrial city which is to-day running to 125 per cent of its capacity and paying in wages more than a million dollars a day.

The one thing I think we ought to work out here this afternoon, or at least we ought to provide some agency whereby it may be worked out, is how we may learn what is needed in our relationships with the foreign countries, and then how we may supply the need so far as universities can supply it. We want to do our part, I am sure, commercially, and we want to do our part, I am sure, internationally; for America has a tremendous problem upon her hands at this particular time, and in order that we may make effective what we are trying to do we ought to have the lines laid out just as definitely as possible, so we may know the way in which to walk in order to arrive at the destination. I visited some 35 universities on the Continent of Europe last year, and I tried to look a little under the surface. I went not only to Europe, but to Egypt and Syria. There were certain things that emerged very clearly to me. One thing, for instance, in regard to France. France is the only popular country in the world to-day. I suppose we betray no secrets if we say that men hate Germany, dislike England, and tolerate America. I don't know whether that is the exact grade, but it is various degrees of dislike. Why is it that France is popular? What was the reason way back in 1763 that Pontiac got up that conspiracy in order to throw things in the western part of our country into the hands of France as against England? What was the rea-

son? There were a good many reasons, but I am quite sure that France even then treated courteously every kind of a man. It is necessary to learn how to deal with people as France has dealt with them.

This is only one of the illustrations of what we must do in this country if we intend to train our men for service of the right kind in the accomplishment of a world movement, which is not a local thing and not a commercial thing. It is a great world movement, it is a matter of international interest, and our young men must understand it, every part of it, if we are going to accomplish anything. We can not go to South America and say, let there be trade between this country and South America—command it into existence. We must learn many things before we establish these relationships. We must learn how to understand the Latin mind; we must learn how to understand other nations besides the Latin nations, and to realize that in many things they are in advance of ourselves. They are not in advance in all things, for I am sure that we are more altruistic than any other nation; but there are a great many things in which we are behind the others.

All this is a part of the work of our schools of commerce, for their graduates are to take a large part in the great movement which America must in the largest measure help to solve. We stand ready to do all we can. Now let us work out a plan by which we can do what has to be done, as effectively and as swiftly as possible, for we are now in an emergency. We must have a combination of the business establishments and the university or all of the educational institutions that are to help solve the problem. It should be easy to effect the combination, for, as Mr. Farrell told us this morning, there are not many business establishments.

A DELEGATE. In line with what Mr. McCormick said, I wish to bring to your attention an experiment I have undertaken in the Cambridge High School. We have 900 students there. At present I am teaching them Spanish and foreign opportunities. I have tried to find out what the high-school graduate ought to know about foreign trade and Spanish and what possibilities there may be for them. I expected to get some help from this meeting to-day. I went to the Pan American Union this morning and tried to get a list of firms in the United States engaged or interested in foreign trade, so that I might extend this survey to cover the country and get as much as I could out of it, but I did not succeed in getting the list that I wanted. I find that they have such a list, but they do not wish to give it out. I am going to New York next week to endeavor to get it from some bank. I think the only practical way to proceed is to consult the business men who are interested in this work, get their recommendations, and then teach along the lines they recommend.

The CHAIRMAN. May I make the suggestion that for the next half hour we confine our discussion to the university side of this question, which means leadership in trade, and then take up the secondary education side, and especially the languages?

Mr. HOKE. We have here Mr. Kochenderfer, who has served as vice consul general in Beirut, Turkey, and is now at Cornell. I should like to introduce him and ask him this question: What, in his opinion, ought a man know who is going into the Consular Service or foreign trade?

Mr. CLARENCE C. KOCHENDERFER. I found my most serious handicap in the Consular Service, as I entered it, a lack of knowledge of the export trade. It seems to me that we have too much teaching from books in our American universities in training for the foreign service. It seems to me that it should involve laboratory work—that is to say, a study of commercial geography—and that it should take up in connection with commercial geography the daily consular reports. There are a great many problems which the daily consular reports would be valuable in solving, more valuable perhaps than any other textbook for commercial geography. It seems to me that the most serious obstacle to foreign-trade promotion in foreign countries is the fact that American exporters depend too much upon selling goods through samples. The thing we need most to encourage is the development of trained commercial travelers. I found it true in Turkey, and I think that it is true of almost all countries of that portion of the world, that you can sell goods only by having those goods represented and their merits described personally to the prospective purchasers.

From my observations and from conferences with men connected with the export trade, I believe that the training necessary to fit men for foreign trade and for the Consular Service is not essentially different; that is to say, that the study involved might be of one and the same character, a knowledge of commercial geography and of foreign export trade. These subjects might be taught by American universities in such a fashion as to develop a department which would train men not only for the Consular Service but would train men as well to take part in the development of export trade. I regret to say that at Cornell we have not yet established a school of commerce, but we hope soon to do so—in the course of a year or two, probably.

A VOICE. Are there any positions open along that line?

Mr. KOCHENDERFER. There are a number of positions open in the foreign export trade, and some \$5,000 positions go begging at the present moment. Dr. Pratt tells me that he can not find the men to fill such positions. There are scores of openings in the foreign ex-

port trade to every opening at the present time in the Consular Service.

Mr. CLINTON SMITH. I ask you to divide the instruction into two parts; first, let the universities train the major general who shall understand general conditions; and, second, let us have a great army of splendidly trained men on the firing line who have not time to go into the general questions, but who must know how and where to go to bed to-night and when and where to get up to-morrow morning in that particular country and where to get business in their particular line. The university can not do that work, but your special industries must do it as they are doing it.

I know of a big industry that sent a man down to Brazil, and for the first six months he did nothing but stay there and study Portuguese. After that preliminary training he began his real work. He was not a university man, but he went down there on the firing line to sell woollen goods. The university can not deal with that class of men. It can do an enormous service to Brazil by training the men of broader vision, who are to control these men on the firing line, and by leaving to the special industries the training of the men in the details that you can not bother with.

Mr. ELWELL. I would like to ask a question which was suggested by Mr. Farrell. To what extent is it necessary to train for a particular kind of business?

Mr. KINLEY. Although not representing a special business, I think I might be able to answer the question in this way. If you will ask a man who is on the outlook for students to send to South America, "Do you want boys who will go down there? and if so, what must they know?" The answer will be first, Spanish; second, Spanish; and third, Spanish. We will give them the details of our particular business if, in addition to their ability to speak the language and get on with the people, they have general notions of business practice. For a beginner I think you will find that to be the answer. The same answer will, I think, be given by the president of any big concern like a railroad or an automobile company. That in general you will find to be the answer. They are not anxious that we should try to teach them the details of their business.

The CHAIRMAN. Then there is such a thing as general commercial education.

Mr. KINLEY. There is.

The CHAIRMAN. May I ask this question? South America happens to be in our minds, but I believe still the larger part of our trade with other countries is with people who do not speak Spanish or Portuguese. We have an important trade with Russia, China, and Japan. Is it desirable that we should require in our secondary

schools a larger amount of the study of foreign modern languages than we now do? Is that desirable from the commercial standpoint?

Mr. KINLEY. I should say decidedly, no; they can not get enough of it to be masters of it. When you write or speak a language for a business purpose, a misplaced comma will sometimes make a great difference, and commercial houses can not afford to trust to an imperfect knowledge of the language of the country with which they are dealing.

The CHAIRMAN. How, then, may the necessary knowledge of foreign languages be had?

Mr. KINLEY. By long practice and living among the people. If we are reduced to the necessity of one language we ought to teach French and not Spanish, because French is the most universal language. With French you could do business with China and Japan and South America.

The CHAIRMAN. Dr. KleinSmid, what do you do in training for Spanish-American countries? You come from a State in which there are many Spanish Americans. It has been suggested to me that there ought to be down there somewhere a kind of international university for the training of commercial agents for Spanish-American countries.

Mr. VON KLEINSMID. Perhaps, Mr. Commissioner, our part of the country might be a good location for a Pan American university. I believe very heartily that the gentleman from Brazil was right when he told us that the universities should train for leadership. A university can not go down into the rudiments of arithmetic and language. I myself am so much of a stickler for the university degree that I do not know that we have room in the universities for taking care of the lower grades.

They ought to be taken care of years before, and that we can not do. A university trains leaders, and that is all. Here in America only one out of a hundred is a university man, and it will be a long time before the proportion increases very perceptibly. The great body of men must come from men who have not had university training, and who can take direction, which is almost as great an accomplishment as to be a leader. We are training professional men. I believe a great deal of our trade must come through the work of professional men, primarily engineers. Our engineers, both civil and mining engineers, are going into many South American countries every year. We send into Mexico great armies of engineers, not all graduates but many as companions and helpers, who come back in a few years to continue their work before graduation. American engineers are going down to these countries and are exploring and taking charge of mines, and they insist upon the use of goods

of their country in the development of those mines. You will find that is the case in Mexico. Our engineers are insisting on American goods. Then, further down the coast we are sending engineers and professional men who are trained leaders, and they will open the ways of trade more largely than those ways will be opened by the men who go in for trade alone. Our men in civil engineering in the past few years have been drafted very heavily for Mexico and Central America. Our men in mining engineering go down by the score. We do not train medical men in our university, but I can see how they would go to the Latin-American countries in the same way. Literary Spanish is very different from commercial Spanish. The majority of our students speak Spanish; yet we have not a single Mexican in the university, which is a curious thing. They do not get that far along.

The CHAIRMAN. Do you mean to say that you have not a single man of Mexican extraction?

Mr. VON KLEINSMID. We have no Mexicans in our university at the present time. We have had them. Last year we had a postgraduate. But they are looking to the American students to go down and blaze the way for the inhabitants of those countries. The mines are filled with Mexicans, but they are not in the positions of leadership.

Mr. HOKE. I move that a committee be appointed to sift the material and arrive at some definite conclusion.

The CHAIRMAN. The motion is put. The conclusion of this discussion is that there is a much larger demand for some kind of training for foreign trade, and that the training for the present, in our mind, is largely connected with South American countries; that the chief interest just now is in the training of men who shall have directing ability in our South American commerce; that there is a growing interest in preparation for foreign trade; that we should pay more attention to it in our secondary schools and our commercial high schools.

As a student of education, I have found that all questions of education are now international. As Commissioner of Education, I do not feel that I am able to advise on any phase of educational work until I know what is done elsewhere. Therefore, I entertain the motion that a committee be appointed to study this question of preparation for foreign service, probably large enough to subdivide itself into two sections, i. e., for the Consular Service and for foreign trade. Is there a second to the motion?

The motion was seconded.

A VOICE. Is that to include secondary education?

The CHAIRMAN. Yes; the whole problem of commercial education in secondary schools, in colleges, and in universities.

The motion was adopted.

The CHAIRMAN. Of how many do you think the committee should consist?

Mr. ADAMS. I understand you intend making two sections of the committee.

The CHAIRMAN. I think it may have to be divided into two sections, but perhaps one committee may suffice.

Mr. KINLEY. To test the sense of the meeting I suggest that the number be 15.

The CHAIRMAN. I will put that question.

The question was put, and Mr. Kinley's motion was adopted.

The CHAIRMAN. With your advice, I will attempt to make up the committee. I believe the committee appointed should endeavor to make a study of commercial education, education for foreign trade and Consular Service in all important commercial countries of the world. The committee should find out what is done in those countries and then study our own possibilities of meeting the demands; and, above all, should submit as a result of their investigation some constructive suggestions. Do you think that it would be well that we should meet again, say a year from now? Would it be possible to have a conference when this work is about to be completed to discuss the findings?

A LADY. Will the business houses be able to confer with you?

The CHAIRMAN. I think the committee certainly would want to be able to confer with business houses to see what it is they think ought to be done.

The LADY. Would those business houses be advised so that they might communicate in order to know what this committee was doing?

The CHAIRMAN. They could find out through the Bureau of Education or through the chairman of the committee when it is organized. That last point might be left to the committee.

Let me thank you for your coming at my request to this conference. Many of you of course are acting for some one else, and you have come to consider, so far as I know, for the first time in our history, this particular form of education. The outline of this has been suggested, and may be helpful in the development of what must for all time be an important phase of our education, preparing for what is to this country very largely in the nature of a profession.

The conference then adjourned sine die.

THE COMMITTEE OF FIFTEEN ON EDUCATIONAL PREPARATION FOR FOREIGN SERVICE.

Subsequent to the adjournment of the Conference on Training for Foreign Service and subject to the wishes of this conference, the Commissioner of Education of the United States issued the following invitation to membership on this committee:

DEAR SIR: I take great pleasure in extending to you an invitation to serve as a member of a committee of fifteen, the appointment of which was recommended in an approved motion in the second and final session of the Educational Conference on Training for Foreign Service, which was convoked by me in Washington, Friday, December 31, 1915. I have asked Dr. Glen Levin Swiggert, assistant secretary-general of the Second Pan American Scientific Congress, to serve as the chairman of this committee.

The present widespread interest of our country in foreign trade and foreign relations generally has called attention to the fact that our schools and colleges do not equip our young men to engage in a career of foreign service, consular or commercial. It is my hope that this committee appointed by me as the Commissioner of Education of the United States will undertake an investigation of the educational means for foreign service training as above defined, not only of the United States but of the leading commercial nations of the world; that it will from this investigation recommend courses of study for the different grades and types of education as established in the United States and will make such recommendations as may enable the more effective carrying out of its suggested improved courses of study.

It is important that this committee should have an early meeting to determine upon and coordinate the immediate labors to be undertaken by it. The chairman of the committee will communicate with you shortly in regard to time and place of meeting.

Begging to express the hope that your well-known interest in and the importance of the work to be undertaken by the committee will lead you to accept this invitation, I am,

Very faithfully, yours,

P. P. CLAXTON,
Commissioner of Education.

In the appointment of the members to constitute this committee due consideration was given to the necessity that it be fully representative of all interests involved. The following persons were finally selected to serve on the committee:

E. D. Adams, professor of history, Leland Stanford University.

Morton A. Aldrich, dean college of commerce and business administration, Tulane University.

John Clausen, manager foreign department, Crocker National Bank, San Francisco.

James C. Egbert, director school of business Columbia University, New York City.

William Fairley, principal Commercial High School, Brooklyn, N. Y.

J. F. Fish, president Northwestern Business College, Chicago, Ill.

Frederick C. Hicks, dean college of commerce, University of Cincinnati.

Lincoln Hutchinson, professor of commerce, University of California, and former American commercial attaché, Rio de Janeiro.

Jeremiah W. Jenks, professor of government, New York University.

Samuel MacClintock, director La Salle Extension University, Chicago, Ill.

Samuel B. McCormick, chancellor University of Pittsburgh.

Leo S. Rowe, head professor of political science, University of Pennsylvania.

Charles H. Sherrill, counsellor at law and chairman committee on foreign relations, United States Chamber of Commerce, New York City.

Glen Levin Swiggett, Bureau of Education, chairman of the committee.

John E. Treleven, chairman school of business training, University of Texas.

Shortly after the committee was appointed the following letter was sent by the chairman to the several members of the same:

DEAR SIR: I am requested by the Commissioner of Education to thank you for your acceptance to serve as a member of the committee of fifteen appointed by him to investigate the opportunities and needs for educational preparation for foreign service, not only in the United States but in the other commercial nations.

This committee, with representatives from the various grades of education interested, and selected with due regard to geographical position, will shortly perfect its organization in order to begin its work. This committee can subdivide (1) according to the five divisions recognized by the Bureau of Education, or (2) according to the specific interests of the members of the committee. I incline personally to the belief that a subdivision at first according to suggestion (1) would be better. Later on the report of the committee of the whole could be supervised according to suggestion (2). I take the liberty of suggesting to the members of the committee that each prepare and send to me as chairman a suggested practicable plan or outline of instruction for such types and grades of schools in the United States as are now giving instruction leading to a career in foreign commerce or the Diplomatic and Consular Service. These plans will be submitted then to the members of the committee in writing or at a conference which may be called for that purpose. From these various submitted plans a questionnaire will be prepared and submitted to interested institutions and corporations. If the committee should subdivide as suggested above according to plan (1), it might be well for each subcommittee to appoint a chairman and proceed under his direction to carry on its investigation in the section assigned that subcommittee.

With kind regards, I am,

Very faithfully, yours,

GLEN LEVIN SWIGGETT.

The work of the committee is conducted at present through the chairman at the Bureau of Education. There is no special fund to defray the expense incurred by the individual members of the committee. The labors to be performed, however, can not be fully effective until some way is found whereby the members may be reimbursed for expenditure of money and time. In the meantime, owing to the importance of the question under investigation, the work of the committee has not suffered, and much has been accom-

plished through correspondence in respect to the preparatory labors essential to its organization.

The following approved letter was mailed in September, 1916, to colleges, public and private secondary schools, and private business colleges:

CIRCULAR LETTER TO SCHOOLS AND COLLEGES, NO. 1, OF THE COMMITTEE OF FIFTEEN ON EDUCATIONAL PREPARATION FOR FOREIGN SERVICE.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION.

Attention of the Faculty.

Prominent men of business, education, and Government in the United States have been discussing for the past two years at public gatherings and in the press the question of preparedness on the part of this country for service in the foreign field. Such agencies as the National Foreign Trade Council and the United States Chamber of Commerce have appointed committees to investigate the needs and opportunities in preparation for this service—consular and commercial. The Bureau of Foreign and Domestic Commerce of the Department of Commerce has been deeply interested for some time in this matter. The program of the subsection on commercial education of the Second Pan American Scientific Congress was prepared with this phase of training largely in view.

The Commissioner of Education of the United States called a conference in Washington for December 31, 1915, during the sessions of this congress, to discuss the matter from every angle. Following this conference a committee of 15, composed of representatives of institutions, educational and commercial, interested in foreign service was appointed by the Commissioner of Education to investigate fully this question. To ascertain the needs on the part of business and Government and the present opportunities in the schools for meeting these needs; to study plans, methods, and results of commercial education of the leading commercial nations; and to recommend to the Bureau of Education adequate courses of study for the different types and grades of schools in the United States, and to make suggestions for the introduction and adoption of the same.

This committee is now at work. In view, however, that it may be some time before the committee will be able to recommend a course of study, your attention is respectfully called to the following list of subjects given by the Director of the Consular Service in his address at the conference of December 31, in which the candidates for appointment in the Consular Service of the United States must take a written examination:

- I. International, maritime, and commercial law.
- II. Political and commercial geography.
- III. Arithmetic.
- IV. Modern languages (French, German, or Spanish, and in addition any others that the candidates desire to submit).
- V. Natural, industrial, and commercial resources and commerce of the United States.
- VI. Political economy.
- VII. American history, government, and institutions.
- VIII. Modern history (since 1850) of Europe, South America, and the Far East.

The organizing secretary of the educational conference of December 31 has prepared a full report of this conference. This report has been advanced for printing as a bulletin of the Bureau of Education. Mr. Carr's address, printed in full therein, gives a statement concerning the present organization of the Consular Service, its functions and opportunities, and should be carefully studied by all educators interested in this phase of foreign-service training.

Respectfully submitted.

GLEN LEVIN SWIGGETT,

Chairman of the Committee, Bureau of Education.

By order of the Commissioner of Education.

The first meeting of the committee of 15 on training for foreign service was held in New York City, October 16, 1916. The committee met with Dr. James C. Egbert, director, school of business, at Columbia University. At this meeting the character of the committee was more specifically defined, and the scope of its work determined upon. Certain measures were also favorably passed, and the chairman authorized to make the same effective as speedily as possible.

APPENDIX.

REPORT OF THE COMMITTEE¹ ON COMMERCIAL EDUCATION FOR FOREIGN TRADE OF THE NATIONAL FOREIGN TRADE COUNCIL.²

PRESENTED BY

WALLACE D. SIMMONS, *Chairman.*

Before making constructive suggestions for the improvement of the training of those employed in foreign trade your committee has endeavored to obtain, through an extensive circularization, the opinions of those American business men who have had experience in sending commercial agents abroad or in employing clerical labor in the foreign department of the home office. The large number of replies which have been received from representative concerns in all parts of the country is evidence of the interest and importance of the inquiry. This cooperation is of great value and is highly appreciated.

It is the object of this report to give the substance of the information thus gathered and to draw some conclusions from a careful reading of all the replies, from some few of which quotations will be given illustrative of the sentiments expressed.

DIFFICULTY OF OBTAINING YOUNG AMERICANS.

1. There is general agreement as to the difficulty of obtaining young Americans for export work. The demand for men trained for foreign trade has heretofore not been large and it is not surprising, therefore, that the recent development of a wider demand has found no available native supply of trained men. Many have employed foreigners who would have preferred Americans had they been obtainable. A large export house in New York says:

American firms are compelled to employ foreigners very largely, which is un-American, undesirable, and often unsatisfactory, as foreigners are brought up with different viewpoints from ours regarding business ways and methods. If firms here could obtain the caliber of men they need of American birth, they unquestionably would employ them.

An employer in St. Louis reports regarding his practice of employing well-educated Mexicans and Cubans who have been trained in American schools:

These nearly always made ideal clerks and correspondents, although Americans would generally be preferred, if capable, on account of far greater capacity for work and celerity in doing it.

¹ Committee on education for foreign trade of the National Foreign Trade Council:

Wallace D. Simmons, Simmons Hardware Co., St. Louis, Mo., chairman.

Edwin F. Gay, dean Harvard Graduate School of Business Administration, Cambridge, Mass.

J. W. Jenks, professor New York University, New York, N. Y.

G. L. Swiggett, assistant secretary general Second Pan American Scientific Congress, Washington, D. C.

Walter L. Clark, New England Westinghouse Co.

Stewart K. Taylor, Mobile, Ala.

John F. Fitzgerald, former mayor of Boston, Mass.

² Permission to reprint through the courtesy of the secretary, Mr. Robert H. Patchin.

This experience is confirmed by a Chicago concern which has imported "good material" to train.

These men which we bring in from other countries have to be trained quite a little longer than those who have already had American experience. Among foreigners can be found people with the necessary knowledge and attainments to enable us to make out of them good salesmen of our specialty, but it is rare to find in combination with this the knowledge and understanding of doing steady and continual work and going at business for its own sake instead of bearing with it as a necessary evil. This and resourcefulness and initiative are probably the hardest things to find in a foreigner, and especially in the Latin American countries.

AMERICANS ADAPTABLE TO NEEDS OF TRADE.

In order to do no injustice to the many foreigners who have given and are giving faithful service to American exporters, it is better to emphasize, as the ground of preference for Americans, their readier adaptability to the peculiar needs of our trade. This has been well stated by a New York merchant, who writes as follows:

To one who has been in charge of an American business abroad the reasons for having at least the important positions held by Americans are almost self-evident.

Enthusiastic presentation of American products seldom is, or can be, given by people who have not been brought up in an American atmosphere. This is not alone that salesmen who are of European nationality naturally favor goods made in their own countries, but that such men are bound by the traditions and beliefs of the manufacturers and merchants of their native lands. As an example, men of European training are apt to put facility of operation, neatness of design, increase of output, low cost of power, and reduced space for installation of a piece of machinery secondary to weight and strength of material. The American believes that true economy lies in the use of a machine which can be run with large output and low cost, and that even a more frequent replacement may be an economy, as permitting the inclusion of improvements as they appear. An American is able to state these facts with convincing force, and to inspire similar beliefs in the native salesmen under his direction.

It is obvious that, as American foreign business expands and comes into closer competition with foreign concerns, it will be increasingly desirable to train Americans for the responsible positions abroad and for the conduct of the foreign work at the home office. In a number of instances, in default of specially equipped men, representatives have been chosen primarily and wisely with reference to their knowledge of the business and sent abroad to acquire the necessary foreign experience. A St. Louis house describes this practice as follows:

We find it only fairly difficult to obtain bright men willing to attempt export business. Few of them, however, have any knowledge of the language of the countries. This means two or three years in the country before they are fairly equipped to meet competition. The greatest trouble is, however, that we have not a class of young men who are willing to go to these countries and live as the Germans and English do, but before they start they plan for a return within two or three years. This is the time that they are just beginning to pay their way. I see little hope for successful salesmen in foreign countries until such time as they are willing to go there with the idea of making it their home, if successful.

EXPATRIATION MILITATES AGAINST SECURING BEST MEN.

The unwillingness of Americans "to make a career of such work because this would imply permanent, or long, expatriation," is a serious factor in the situation. It has been well analyzed by the export manager of a New York house. He says:

The greatest difficulty that I have felt or noticed in the development of foreign branches of American companies has been that of holding Americans

abroad for periods of more than three years, however well satisfied they may have been with their business success or connection.

This arises primarily because few American young men who go abroad have ever seriously considered finding a life work in any other country than the United States, or take positions in foreign countries as the consummation of long-existing desires. On this account they do not become interested in or identified with the life of the country, and when the novelty of the new land wears off, they have few ties or associations that have become permanently attractive.

A second cause is that they fear to lose their business standing and acquaintance in America, if they remain away from their home country for a longer period.

A third: the lack of American society. This will disappear as Americans go abroad with the intention of permanent residence and with the expectation of establishing American homes.

Another, and perhaps a more important: that few American companies recognize any particular responsibility to reserve positions in their home offices, by which they can continue to make use of the knowledge and experience of men who have put the best years of their lives into the firm's foreign trade—a plan widely followed by European companies.

HOME EMPLOYMENT PREFERRED TO FOREIGN TRAINING.

Testimony as to this fundamental difficulty, the reluctance of the young American to choose the foreign field in preference to home employment, comes from many sources, from commercial and manufacturing centers near the coast as well as from inland cities. The experience of a commercial house in New York, just quoted, may be paralleled with that of a manufacturing concern in Ohio. The export manager of the Ohio firm remarks on this point:

This condition is very hard to overcome. Going to the root of it, training for an export job does not appeal to the average young American from the very start. Neither he himself, nor his parents, attaches any value to the experience and education which go with the initial job secured along the export line. Their salary demands are not commensurate with their practical value and efficiency.

Young Americans endowed with the basic qualifications of resourcefulness and initiative are, as a rule, loath to go abroad to work; they are sure to find more lucrative employment and more rapid advancement at home. Now, let America become essentially an exporting country and there will be no lack of first-class men and the school curricula will naturally adjust themselves to the new levels. Indeed, the drift is quite marked already.

As this writer observes, there are already signs of adaptation to meet the condition. Some American enterprises, still few in number, however, to which a permanent foreign market has become a vital necessity, are beginning a systematic effort to attract American recruits to the foreign service by the offer of adequate pay and prospects of promotion to those young men who show the aptitude and persistence to undergo the necessary training. The creation of a recognized career in foreign work, leading ultimately to positions of responsibility in the home office where the experience of the most capable of those who have spent long years abroad will be valued, will take time, but ultimately will be successful. Naturally, the number of such higher positions will be relatively small, as in any business, but the knowledge that the prizes are attainable will stimulate endeavor all along the line.

2. As the indisposition to take up foreign residence, now the "biggest stumbling block," is gradually overcome, there will be an increased and effective demand for improved educational facilities.

LACK OF SPECIFIC TRAINING FOR FOREIGN TRADE.

There is a growing complaint of the lack of specific training for foreign trade, and this complaint is directed against both high school and college. A

large number of business houses employ the product of the high school and many are using college graduates. The majority report that in the main the material furnished from these sources is of good quality, though lacking in thorough training in the fundamentals which are used in the daily conduct of business—namely, arithmetic, commercial geography, and the ability to express one's self in good clear English.

Many prefer college graduates because they make "the broadest men," but only "after several years of office training." It seems to be generally held that high-school or college education, even as now given, is desirable, but the training "is more valuable as foundation than as immediate equipment for work." A usual experience is well expressed in the statement from a New York export firm:

High-school graduates have been largely employed by us for clerical work, and many of them are bright and in time become efficient.

The college graduate should come better prepared so as to secure at once a somewhat higher position.

FAILURE OF FOREIGN-LANGUAGE TEACHING.

The lack of specific equipment for foreign trade is seen especially in the failure of the foreign-language teaching and in the absence of commercial geography. On these heads there is no disagreement. It is realized that, as compared with European countries, the United States has been more isolated and that there has not been the same strong incentive to learn foreign languages as a necessary tool. A man of exceptional foreign experience writes on this point:

Our American people are not in the environment of foreign-trade intercourse, nor do we require the necessity of languages for the majority, as in continental Europe. The majority of our people do not need more than one language to get along in their daily work or in the conduct of their business. In continental Europe, where the people of the different countries are thrown so closely together in their business relations, it is an absolute necessity to know at least one language other than their own. There it is not the exception for a student to have a very good knowledge of two additional languages by the time he is ready to enter college or take up a business course.

But, whatever the reason, the fact remains that in general the present education in modern languages is defective. One writer goes so far as to say:

The present education in modern languages in American high schools is rather worse than none at all. It seems to be nipping in the bud any latent inclinations for independent study of languages, for reading. Everybody I ever talked to feels the same way about it.

Another is almost equally emphatic—

A two-year course does not amount to anything, especially when taking into consideration that pupils do not even know how to read and write English properly. Four years is the very least that should be recommended, and even then our education in foreign languages would not come up to the standard of Germany, France, and other European countries.

BETTER FOUNDATIONS NECESSARY THROUGH SCHOOL STUDY.

While real proficiency in the use of a foreign language calls for the further study and practice which residence abroad can supply better than any high school or college classes, it is nevertheless important that a better foundation be laid in the school study. Thorough teaching of at least one foreign tongue as a living spoken language is strongly demanded. Emphasis should be laid upon learning to speak and then to write, rather than merely to read as a grammatical exercise. The schools are in some places beginning to remedy this defect, and all such efforts at putting the modern language training on a

sounder basis of method and object should be warmly encouraged by business men.

There is similar strongly expressed opinion concerning the lack of teaching of geography, a subject usually very inadequately taught and only in the grammar school. The foreign-department manager of a Chicago bank sums up the general view when he insists:

First and foremost, our young men and young women should have a comprehensive knowledge of geography—not a mere superficial knowledge of the location of individual points upon the maps, but an intimate knowledge of the people, products, customs, and means of communication of the world; and should also have a general knowledge of the subject of telegrams and cables. This would be a departure from the usual curriculum, but it ought to be part of school training.

AMERICAN PROVINCIALISM A HINDRANCE.

A more vitalized teaching of geography is important and not merely because of the definite and useable information imparted, but also because it may be made to touch the imagination, to widen the horizon, and thus to assist in breaking down the narrow provincialism which many deplore as a hindrance in our foreign relations. It is felt that Americans generally lack the ability to grasp the point of view of the foreigner. As one writer vigorously puts it: "The native American is too bullheaded, bulldozing, and blustering; * * * he can not eliminate the 'God's only country' attitude and manners which militate against our trade expansion."

There is less unanimity in the suggestions abundantly offered as to other subjects which should be taught or better taught in high school and college as a part of the training for foreign trade. Modern history and politics are asked by some; political economy, commercial law, and commercial training in general are emphasized by others. More highly specialized courses, in banking, foreign exchange, marine traffic, and the like are by some thought suitable for the high school. There is a divergence in regard to the precise character of the foreign-language courses; the larger number gives Spanish first place; some suggest that it be given to French, and one even suggests Chinese.

Disagreement is also apparent as to the place of the specialized training in or associated with the school curriculum. Usually the full burden is placed upon the professional educator, but there are those who advocate the corporation school, or export clubs with lectures by business men. Several suggest the idea of placing clerks in foreign houses for training, like the Germans and English, or, following the example of Sweden, by giving government subventions to picked students for foreign business experience. Commercial evening courses are praised, as are also special commercial colleges and the part-time plan.

ADEQUATE TRAINING DEMANDED OF SCHOOLS.

In this confusion of plans and suggestions one thing is clear. American business men are asking their school authorities for training that will more adequately prepare their students for the work they are to be called upon to do. There is a clear distinction drawn between an attempt to teach students how to do business as compared to the importance of teaching them thoroughly those things which they can and should learn before they enter upon a business career and will be valuable to them in it. In their opinion our schools must be adapted more closely to the needs of our modern commercial and industrial life. But the formulation of an educational program in which the demands of foreign trade shall find a proper place is a difficult task which requires

thorough investigation and the cooperation of progressive educators and hard-headed business men.

Various educational experiments are now in progress which are seeking to make the necessary readjustments between the school traditions and the new needs. These experiments should be carefully studied, and it is the desire of your committee to seek information and to cooperate with other organizations similarly interested with a view to making additional specific recommendations with the hope that they may be helpful.

FUNDAMENTAL TRAINING BY SCHOOLS AT FAULT.

3. Such cooperation is the more advisable and necessary, since the inquiry instituted by your committee reveals a widespread dissatisfaction not merely with the special training for foreign trade but with the fundamental teaching in our schools, both elementary and secondary. This point was brought out more frequently than any other. One significant opinion from the very many of similar character will illustrate this general attitude of criticism. Mr. James J. Hill writes:

As bearing on the general study in which your committee is engaged, I may say that the greatest difficulty this company experiences in securing competent employees is the radical deficiency in thorough education in the elementary branches. High-school graduates who come to us with a good record and recommendations are unable frequently to write a letter in fair English, to spell correctly, or to make simple arithmetical computations either quickly or accurately. From this experience two conclusions as to the efficiency of current educational methods may be drawn. First, pupils know a little of many things but no one thing thoroughly. Second, too much thought appears to be given to the best subjects for study and not enough to the training of the mind in accuracy. The boy who has learned to do any one thing perfectly and completely is better fitted to enter business than one with loose thought and slipshod methods of work. It is upon the correction of these defects, especially in elementary education, that attention should be concentrated.

This voices the general opinion that the education in such fundamental subjects as English, arithmetic, and geography is imperfect and that the product of our school system is lacking in earnestness, accuracy, and discipline. If this criticism is as fully justified as so many seem to feel, it is obviously of the greatest importance and must be thoroughly considered in any program of education which shall equip our coming generation to appear to advantage in competition with the representatives of other nations in which such work has been thoroughly done for many years.



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1917, No. 38



VOCATIONAL TEACHERS FOR SECONDARY SCHOOLS

WHAT THE LAND-GRANT COLLEGES
ARE DOING TO PREPARE THEM

BY

CHESTER D. JARVIS

SPECIALIST IN AGRICULTURAL EDUCATION
BUREAU OF EDUCATION



WASHINGTON
GOVERNMENT PRINTING OFFICE
1917

BULLETIN OF THE BUREAU OF EDUCATION FOR 1917.

Note.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in cash, currency, or money order. Stamps are not accepted.

A list of available publications will be sent upon application.

- *No. 1. Monthly record of current educational publications, January, 1917. 5 cts.
- No. 2. Reorganization of English in secondary schools. J. F. Hodge.
- No. 3. Pine needle basketry in schools. W. C. A. Hammel.
- No. 4. Secondary agricultural schools in Russia. W. S. Jesien.
- No. 5. Report of an inquiry into the administration and support of the Colorado school system. Katherine M. Cook and A. O. Monahan.
- No. 6. Educative and economic possibilities of school-directed home gardening in Richmond, Ind. J. L. Randall.
- No. 7. Monthly record of current educational publications, February, 1917.
- No. 8. Current practice in city school administration. W. S. Deffenbaugh.
- No. 9. Department-store education. Helen R. Norton.
- No. 10. Development of arithmetic as a school subject. W. S. Monroe.
- No. 11. Higher technical education in foreign countries. A. T. Smith and W. S. Jesien.
- No. 12. Monthly record of current educational publications, March, 1917.
- No. 13. Monthly record of current educational publications, April, 1917.
- No. 14. A graphic survey of book publications, 1890-1916. P. E. Woodward.
- No. 15. Studies in higher education in Ireland and Wales. Geo. E. MacLean.
- No. 16. Studies in higher education in England and Scotland. Geo. E. MacLean.
- No. 17. Accredited higher institutions. S. P. Capen.
- No. 18. History of public school education in Delaware. H. B. Weeks.
- No. 19. Report of a survey of the University of Nevada.
- No. 20. Work of school children during out-of-school hours. C. D. Jarvis.
- No. 21. Monthly record of current educational publications, May, 1917.
- No. 22. Money value of education. A. Caswell Ellis.
- No. 23. Three short courses in home making. Carrie A. Lyford.
- No. 24. Monthly record of current educational publications—Index, February, 1916, to January, 1917.
- No. 25. Military training of youths of school age in foreign countries. W. S. Jesien.
- No. 26. Garden clubs in the schools of Englewood, N. J. Charles O. Smith.
- No. 27. Training of teachers of mathematics for secondary schools. R. C. Archibald.
- No. 28. Monthly record of current educational publications, June, 1917.
- No. 29. Practice teaching for secondary school teachers. A. R. Mead.
- No. 30. School extension statistics, 1915-16. Clarence A. Purry.
- No. 31. Rural-teacher preparation in county training schools and high schools. H. W. Focht.
- No. 32. Work of the Bureau of Education for the natives of Alaska, 1915-16.
- No. 33. A comparison of the salaries of rural and of urban superintendents of schools. A. O. Monahan and C. H. Dye.
- No. 34. Institutions in the United States giving instruction in agriculture, 1915-16. A. O. Monahan and C. H. Dye.
- No. 35. The township and community high-school movement in Illinois. H. A. Hollister.
- No. 36. Demand for vocational education in the countries at war. Anna T. Smith.
- No. 37. The conference on training for foreign service. Glen J. Swiggett.

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., October, 1, 1917.

SIR: In the amendment to the agricultural appropriation bill approved March 4, 1907, increasing the Federal appropriation for the support of land-grant colleges, it is provided that these colleges may use a portion of this money for the purpose of providing courses for the special preparation of teachers of agriculture and the mechanic arts. From time to time, as the need for teachers with special preparation in these subjects has increased, the Commissioner of Education has urged the land-grant colleges to use for this purpose liberal portions of the funds coming to them through this act—the so-called Nelson amendment. The great increase of interest in vocational education in high schools within the past few years and the still greater interest which will come as the result of the passage of the act for Federal aid to vocational education in schools below college grade will create a demand larger than all our agencies are now able to supply for teachers of agriculture, trades, and industries, and commercial and home economics subjects. The capacity of existing agencies must be increased or new agencies created. It is therefore desirable to know just what is now done by existing agencies. For this reason I have asked Dr. C. D. Jarvis, specialist in agricultural education in this bureau, to prepare an account of what the land-grant colleges are doing to prepare teachers of agriculture, home economics, and trades and industries for the secondary schools, and am transmitting this account herewith for publication as a bulletin of the Bureau of Education. Later I expect to transmit for publication a similar account of what is done in this field by normal schools and colleges.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.



VOCATIONAL TEACHERS FOR SECONDARY SCHOOLS.

WHAT THE LAND-GRANT COLLEGES ARE DOING TO PREPARE THEM.

INTRODUCTION.

The Nelson amendment to the agricultural appropriation bill, approved March 4, 1907, which increased the Federal appropriation for the support of the land-grant colleges, provides that "said colleges may use a portion of this money for providing courses for the special preparation of instructors for teaching the elements of agriculture and the mechanic arts."

This legislation, coupled with the contemporary interest in vocational education, has greatly stimulated the higher institutions of learning in the matter of providing special teacher-training curricula. The movement has been stimulated also by State legislation providing for vocational training in the secondary schools. Another stimulus to the work of training teachers of industrial subjects is found in the recent passage by Congress of the Vocational Education Bill, which is intended "to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure." Education in home economics is included in the provision of the bill covering trades and industries.

Since a college training requires four years and since it is difficult to direct students toward a prospective field of service until there is an actual demand for applicants, the institutions in general are about four years behind in providing a supply of teachers of vocational subjects. This condition has resulted in many short-cut methods of training teachers. In many cases college graduates without professional training in education and without teaching experience or practice of any kind have been employed to teach in the secondary schools. In some schools, on the other hand, may be found teachers of agriculture, manual arts, and home economics who have had considerable professional training and adequate experience in teaching but who are decidedly deficient in technical skill and industrial experience. So great is the demand for teachers that certification laws in many instances have been violated or temporarily suspended.

The vocational education act insures the ultimate establishment in every State of a well-formulated program for vocational education. It will result undoubtedly in a greatly increased demand for trained vocational teachers. There is bound to be a peculiar demand upon the colleges for a kind of training much different from that afforded in the past. As sentiment in favor of vocational education grows, as funds become more liberally available, and as the scholastic and technical requirements become more exacting, a higher scale of remuneration will be demanded. This will result, it is hoped, in attracting more men and women of exceptional ability to the teaching profession. The colleges, therefore, will need to give more and more attention to the subject of teacher training until it becomes a dominant part of their work. As industrial education develops, the high schools will assume the responsibility for providing much of the technical training now provided by the colleges during the first two years. The colleges then may be free to train people for the higher professions, including that of teaching. They will be expected, by the training of leaders, to anticipate the educational needs of an ever-changing industrial democracy.

The present paper constitutes the results of an inquiry into the character and extent of teacher training in agriculture, mechanical arts, and home economics among the land-grant institutions. The institutions for the colored race were included in the investigation, but while many of their graduates become teachers, none of them offer professional training courses in a true sense and consequently they have been omitted from the discussion here.

A questionnaire was first sent out to the president of each of the institutions with the request that it be referred to the individuals best prepared to supply the information. Most institutions promptly responded to the request for information, but the replies, especially with regard to the nature and scope of their teacher-training curricula, were quite deficient. This necessitated a great deal of direct correspondence. Most of the information concerning the distribution of the work in the various curricula had been taken directly from the catalogues. Finally, individual statements concerning the teacher-training work were prepared and forwarded to the respective institutions for their verification. The tabulations have been made up from the approved statements. In case an institution failed to return the statement it was assumed to be correct.

The statements are of uniform construction, facilitating comparison. The teacher-training work in each of the three lines—agriculture, home economics, and trades and industries—is discussed under the following heads: (1) Nature and scope; (2) requirements for registration; (3) students; (4) instructors. Concluding each statement, under the heading of "General remarks," is a statement of the

institution's powers and influences concerning certification. These topics, therefore, form a natural basis for discussion in the following pages.

EXPLANATION OF TERMS.

No attempt is made here to standardize nomenclature, but the following definitions are presented merely to avoid confusion:

Course.—A "course," as here used, embraces instruction in a single subject and may extend throughout a term, a semester, or an entire session. In some quotations in the text, however, the term is used in the sense of a curriculum.

Curriculum.—A "curriculum," as used in this paper, embraces several related courses and generally terminates with a certificate or diploma. It may extend over a period of a few weeks, such as those sometimes offered during the summer session, or a period of several years, such as those leading to a degree.

Hour.—The term "hour," or "semester hour," except where otherwise designated, is used to indicate college credit and represents the work of one recitation period, or its equivalent in laboratory or field work, per week for one semester, or 18 weeks. There is much variation among the institutions concerning the duration of the laboratory period, which is expected to be equivalent to a recitation period. At least one-half of the institutions regard two hours of laboratory work equivalent to one hour of recitation work. Others regard two and one-half hours as the proper equivalent, and many maintain a three-hour equivalent. In the comparison of the total number of hours required for graduation, appearing on the following pages, no attempt has been made to adjust this difference, but in Tables 1, 3, and 5 the practice of each institution in this respect is indicated. The total requirement for those adhering to the two-hour principle may be assumed to be from 10 to 20 per cent higher than would be the case with the three-hour laboratory equivalent.

There is also some variation in the duration of the recitation period, ranging mostly from 45 to 60 minutes. So far as information is available, a very large proportion of the institutions adhere to the 50-minute period. A few institutions divide the college year into three terms, and in such cases credit is based upon "term hours." In the present discussion and in the accompanying tables correction has been made for this on the basis that three term hours are equivalent to two semester hours.

Unit.—The term "unit" is used to indicate high-school credit and represents "a year's study in any subject in a secondary school, consisting approximately of a quarter of a full year's work."¹ The north-central association for accrediting secondary schools has a more definite standard, and defines a unit as "a course covering an aca-

¹ Definition by national conference committee on standards of colleges and secondary schools.

demic year that shall include in the aggregate not less than the equivalent of one hundred and twenty 60-minute hours of classroom work, two hours of manual training or laboratory work being equivalent to one hour of classroom work." Both of these definitions allow for the variation in the duration of school periods and the number of periods per week.

While an effort is made among the colleges to standardize entrance units, there still exists the possibility for much variation, as shown from the definitions found in the catalogues, of which the following are representative:

1. One study pursued satisfactorily five times a week for one year.
2. The equivalent of at least four recitations a week for a school year.
3. Five recitation periods per week of 45 minutes each, or four recitation periods of 60 minutes each, for a year of not less than 36 weeks. Two periods of laboratory or shop work or drawing shall count as one recitation.
4. The successful completion of a year's study of a subject to which has been devoted not less than 120 recitation periods of 60 minutes each (7,200 minutes), or their equivalent.
5. The equivalent of five 45-minute periods per week for a full year of 36 weeks.
6. The equivalent of four or five 40 or 45 minute recitation periods per week for at least 34 weeks.

TEACHER-TRAINING CURRICULA IN AGRICULTURE.

EXTENT OF TEACHER TRAINING IN AGRICULTURE.

Of the 48 institutions teaching agriculture, 40 offer a special four-year curriculum for the training of teachers. A few others also have claimed to offer such curricula, but on examination these curricula were found to be so deficient in professional training that the institutions have not been included in the list. A curriculum that does not include at least a two-hour course in special methods of teaching agriculture and at least one three-hour course in either psychology or education is not regarded as a teacher-training curriculum.

As shown in the following pages there is much variation in the methods employed for the training of teachers. This is especially true in the State universities where a part of the curriculum is offered by the college of agriculture and a part by the school or department of education. A four-year curriculum is regarded here as one that includes four years of collegiate work, and may comprise the work of two or more shorter curricula:

Some of the institutions are offering two-year teacher-training curricula, but these are intended mainly for elementary-school teachers.

NATURE AND SCOPE.

For persons preparing to teach agriculture, some institutions offer a special curriculum quite different from the regular agricultural curriculum. Others require such persons to take the regular agricul-

tural curriculum and elect agricultural education as their major option. Some also require prospective teachers to take the regular curriculum, with a major option in some one phase of agriculture, and to carry the necessary educational courses as elective. In some cases the regular agricultural curriculum includes all or part of the educational work required for certification. Other institutions again offer a four-year curriculum in education, with opportunity for majoring in agriculture or any other subject or subjects that the candidate expects to teach.

In general, the same results are accomplished in each case, but there seems to be a divergence of opinion with regard to whether students who are preparing to teach should be given general instruction in agriculture or specialized instruction in some one phase of agriculture. As a whole, the curricula that require specialization include some work, particularly during the first two years, in the various phases of agriculture. It would seem that in sections where the agricultural industry is specialized, prospective teachers would do well to devote a large proportion of their time to such special phases as predominate in the section in which they intend to teach.

On the other hand, there is a disadvantage in specialization in that much of the student's time may be devoted to a training in advance of the needs of the secondary school teacher. A teacher of agriculture in the high school should be well grounded in the fundamentals of agriculture, or the things that all country people need to know, such as the structure and composition of soils and the effects of peculiar methods of treatment, the various operations relating to tillage, the use of farm machinery, the principles and practices underlying plant growth and improvement, the caring for and improvement of live stock, the marketing of crop and animal products, the cause and prevention of diseases in both animals and plants, the control of insect pests, the home and its surroundings, and the economic and social phases of the farmer's business and life.

Distribution of work.—Table 1 shows the proportion of the curriculum offered by each of the institutions that is devoted to each class of subject matter. Under the head of technical agriculture is included all technical instruction except in science and includes all phases of agricultural engineering, such as surveying, drawing, shop-work, irrigation, drainage, farm machinery, and rural architecture. It also includes veterinary work. It does not include such subjects as plant pathology, economic entomology, agricultural chemistry, agricultural botany, and agricultural physics, when taught in the regular science departments. Neither does it include rural economics, but such courses as farm management and farm accounts when given in one of the technical agricultural departments are classed under this head.

Under science are included chemistry, physics, geology, general biology, botany, zoology, entomology, and bacteriology.

Under cultural subjects are included English, composition, public speaking, library science and practice, foreign languages, mathematics, history, civics, economics, sociology, and philosophy (except psychology and education).

Psychology and education are classed together and include courses in special methods, even though these are not given in the department of education. Practice teaching is also included.

Under elective work is included the additional credit required in selected subjects. In most cases the elective work must be approved, and for this reason there is not as much freedom in the choice of courses as the tables seem to indicate. Much of the elective work is likely to be selected from technical or science subjects, although in some institutions students are required to carry as electives some work in the general cultural subjects.

The total requirements listed are, in all cases, exclusive of military and physical education.

TABLE 1.—*Distribution of work required for graduation in teacher-training curricula in agriculture.*

Institutions.	Total requirements (semester hours).	Technical agriculture.		Science.		Cultural subjects.		Psychology and education.		Elective work.		Laboratory equivalent (actual hours). ¹
		Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	
Alabama Polytechnic Institute.....	185½	69½	37	50	32	38½	21	18	9	5½	3	2
University of Arkansas.....	136	53	39	40	29	19	14	24	18	.....	.....	2-3
University of California.....	123	39	32	43	35	8	7	13	11	20	16	2-3
Colorado Agricultural College.....	154	49	32	57	37	24	16	16	10	8	5	2
Connecticut Agricultural College.....	149	52	35	47	31	37	25	12	8	1	1	2
University of Florida.....	128	34	28	31	24	17	13	24	19	22	17	2
University of Georgia and Georgia State College of Agriculture.....	150	60	40	42	28	24	16	24	16	.....	.....	2
University of Idaho.....	134	59	44	43	32	10	8	16	12	6	5	3
University of Illinois.....	123	59	48	32	26	20	16	12	10	.....	.....	2-3
Purdue University.....	163	77	47	42	26	24	15	20	12	.....	.....	2½
Iowa State College of Agriculture.....	140	40	29	30	21	20	14	20	14	30	21	3
Kansas State Agricultural College.....	132	55	41	43	32	12	9	18	13	4	3	3
University of Kentucky.....	180	61	47	40	31	13	10	16	12	.....	.....	2
Louisiana State University.....	136	43	32	32	24	12	9	18	23	31	13	3
University of Maine.....	146	51	35	52	36	20	14	19	13	4	3	2
Maryland State College of Agriculture.....	200	72	36	51½	26	58½	29	18	9	.....	.....	2
Massachusetts Agricultural College.....	136½	50½	37	30½	29	23½	24	13½	9	.....	.....	2
Michigan Agricultural College.....	160	50	31	44½	28	15½	10	10	6	40	25	2
University of Minnesota.....	144	66	46	30	21	24	17	15	10	9	6	2,3
Mississippi Agricultural and Mechanical College.....	216½	44½	21	30½	15	114½	53	26½	12	.....	.....	2
University of Missouri.....	124	49	40	40	32	11	9	24	19	.....	.....	2
University of Nebraska.....	121	47	39	31	26	21	17	21	17	1	1	2
University of Nevada.....	144	53	37	48	33	6	5	18	13	19	13	2½
New Hampshire College of Agriculture.....	130	47	36	35	27	22	17	13	10	13	10	2½
Rutgers College.....	142	42	30	40	28	48	34	12	9	.....	.....	2-3
Cornell University.....	120	0	0	38	32	14	12	14	12	54	45	2½-3
North Carolina College of Agriculture and Engineering.....	173	47	27	54	31	34	19	18	10	20	12	2
North Dakota Agricultural College.....	142	55½	39	31½	22	27½	19	20	13	8	5	2
Ohio State University.....	120	42	35	31	26	18	15	22	18	7	6	3

¹ This column shows the practice of the various institutions concerning the amount of laboratory or field work required for each credit hour.

TABLE 1.—*Distribution of work required for graduation in teacher-training curricula in agriculture—Continued.*

Institutions.	Total requirements (semester hours).	Technical agricul- ture.		Science.		Cultural subjects.		Psychol- ogy and education.		Elective work.		Laboratory equiv- alent (actual hours).
		Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	
Oklahoma Agricultural and Mechan- ical College.....	128	39	31	41	32	24	19	24	19	.....	.....	3
Oregon Agricultural College.....	127	28	22	30	24	13	10	15	12	41	32	2, 3
Pennsylvania State College.....	158	47	30	45	29	41	26	18	11	7	4	2, 2
Rhode Island State College.....	164	38	23	48	29	52	32	14	9	12	7	2
South Dakota State College of Agri- culture.....	144	48	33	39	27	34	23	19	13	4	3	2
University of Tennessee.....	136	37	27	39	29	36	27	24	17	.....	.....	2
Agricultural and Mechanical College of Texas.....	149	56	38	47	31	22	15	24	16	.....	.....	2
University of Vermont.....	144	53	37	40	28	33	23	18	13	.....	.....	2
State College of Washington.....	150	46	31	40	27	35	23	15	10	14	9	2
West Virginia University.....	143	34	24	38	27	20	14	20	14	31	22	2-3
University of Wisconsin.....	135	55	41	35	26	-11	8	15	11	19	14	2
Total.....	5,780	1,948	.....	1,619	.....	1,067	.....	721	.....	430	.....	.....
Average.....	144	48	34	40	28	26	18	18	12	10	7	.....

The proportion of time devoted to the various classes of subjects varies considerably. The maximum, minimum, and mean amounts are shown in Table 7. There is a great variation in the total amount of work required. As a rule the institutions with low entrance requirements demand a high graduation requirement and vice versa. The varying methods for recording credit render a comparison of the total requirements very unreliable. As shown in Table 1, some institutions require but two hours of laboratory work for each credit hour, while others require three hours. The requirements of other institutions in this respect are between these two extremes. This variation in method may account for an actual difference in total requirements of from 10 to 30 hours. Since many of the institutions fail to indicate in their description of courses the proportion of class-room and laboratory time, no attempt was made to bring these figures to a common basis. It is well, however, in making comparisons to keep this factor in mind.

Educational courses.—The educational courses offered by the various institutions are shown in Table 8. The purpose of the table is to show the frequency of occurrence rather than a classification of the courses. A column is provided for each of the main courses offered. The headings used are not intended as a logical basis of classification, but represent the actual names by which the courses are designated by the institutions. Courses with unusual designations have been listed either in the column where their titles indicate they belong or in the miscellaneous column. Each distinct part of a combined course, when a definite credit is assigned, is regarded as a separate course. A course that treats of a single

subject and that extends through two or more terms counts as one course. Even though several courses in special methods, or the so-called "teachers' courses," are offered, only one is included in the tabulation. Since practice teaching often is regarded as a part of some other course, many institutions provide facilities for practice teaching when the table fails to show it. Credit is shown in semester hours. In courses offering a range of credit, such as "two to three hours," the lower figure is listed. Courses that are offered without definite credit are regarded as two-hour courses, except seminars, which are regarded as one-hour courses. Courses in general psychology are not included in the tabulation.

Reference to the table shows that history of education occurs oftener than any other subject. Thirty-nine institutions offer a total of 65 courses, aggregating 208½ semester hours. Following history of education, the courses occurring most frequently are principles of education, educational administration, and educational psychology. In agricultural education 39 courses, aggregating 110 semester hours, are offered. Twenty-two courses, aggregating 67 hours, are offered in rural education. In all, 637 courses, aggregating 1,767 semester hours, are offered.

Practice teaching.—Twenty-nine institutions claim that practice teaching is required in their teacher-training curricula in agriculture. Even though their curricula call for work of this kind, in many cases there appears to be a decided slackness in enforcing the requirement. In some cases the work consists of assisting occasionally in laboratory courses in the college. Sometimes it consists in classroom instruction for freshmen in the regular curriculum or in the "schools of agriculture," which, although their students are of college age or older, are regarded usually as secondary schools. In many cases, however, special high schools are maintained for the purpose, and a definite amount of practice work is required of all students who expect to teach and who are candidates for certification. Other institutions have made provision for an adequate system of practice teaching through cooperation with the local schools. It has been difficult to determine, from the information supplied, the exact nature of the practice work provided in each case. In many cases the request for such information was ignored, even though the catalogues show that practice teaching is a regular part of the work of teacher training.

Typical curricula.—The following curriculum, taken from the 1915-16 catalogue of the Pennsylvania State College, is fairly typical of the teacher-training curricula in agriculture, in which all students pursue the same work during the first two years and in which students

preparing to teach select agricultural education as their major option:

Teacher-training curriculum in agriculture, Pennsylvania State College, 1916-17.

FRESHMAN YEAR.

First semester.		Second semester.	
	Credits.		Credits.
General botany.....	4	General botany.....	5
Breeds of live stock.....	3	General chemistry.....	6
Modern language.....	3	Farm dairying.....	2
Algebra.....	2	Modern language.....	3
Plane trigonometry.....	3	Argumentation.....	3
Composition.....	3	Military and gymnastic drill.....	1
Military and gymnastic drill.....	1		
Military tactics.....	1		
Total credit.....	20	Total credit.....	20

SOPHOMORE YEAR.

Agricultural bacteriology.....	3	General agricultural chemistry.....	5
Chemistry (carbon compounds).....	2	Farm soils.....	4
Qualitative analysis.....	2.5	Genetics.....	2
Modern language.....	3	Modern language.....	3
General geology.....	3	Plant propagation.....	3
Mechanics and heat.....	3	Oral composition.....	3
Advanced composition.....	3	Military and gymnastic drill.....	1
Military and gymnastic drill.....	1		
Total credit.....	20.5	Total credit.....	21

JUNIOR YEAR.

General farm crops.....	3	Pedagogy of agriculture.....	3
Stock judging.....	2	Classification of plants.....	2
Stock feeding.....	3	Mechanical drawing.....	1
Mechanical drawing.....	1	American economic history.....	3
English economic history.....	3	Vegetable gardening.....	3
Psychology.....	3	Landscape gardening.....	3
Forging and metal work.....	1	Joinery.....	1
Elementary zoology.....	3.5	General entomology.....	4
Total credit.....	19.5	Total credit.....	20
		Summer practicum: Practice teaching or special work.....	6

SENIOR YEAR.

Farm buildings and fences.....	3	Farm machinery.....	3
Poultry.....	3	Principles of education.....	3
Economics.....	3	Principles of forestry.....	3
Class teaching.....	3	Political parties.....	3
Practical pomology.....	5	Elective.....	6
Elective.....	1		
Total credit.....	18	Total credit.....	18

In the above curriculum the work, exclusive of military and physical training, is distributed as follows: Technical agriculture, 47 hours; science, 45 hours; cultural subjects, 41 hours; psychology and education, 18 hours; elective, 7 hours; total, 158 hours. As may be seen by referring to Table 7, the proportion of work in technical agriculture, in science, and in education is not far from the median requirement. The proportion of time devoted to cultural subjects and the total required work is considerably above the median.

The curriculum of the University of Idaho may be taken as representative of the curricula requiring specialization in some one branch of agriculture and the selection of educational courses as elective. The following outline represents the farm crops major option. The work of the first two years is the same as for other options.

Teacher-training curriculum in agriculture, University of Idaho.

FRESHMAN YEAR.

First semester.		Second semester.	
	<i>Credits.</i>		<i>Credits.</i>
English literature.....	2	English literature.....	2
English composition.....	1	English composition.....	1
General chemistry.....	4	General chemistry.....	4
General botany.....	3	General botany.....	3
Field crops.....	4½	Market types of live stock.....	2½
Woodworking.....	1	Elements of dairying.....	1
Military drill.....	1	Nursery practice.....	1
Military regulations.....	1	Military drill.....	1
		Military regulations.....	1
Total credit.....	17½	Total credit.....	18

SOPHOMORE YEAR.

Composition.....	2	Composition.....	2
Qualitative analysis.....	3	Quantitative analysis.....	3
General zoology.....	4	Farm surveying.....	2
General bacteriology.....	4	Breed types of live stock.....	2½
General horticulture.....	3	Milk production.....	3
Military drill.....	1	Soil physics and fertility.....	4½
Military science.....	1	Military drill.....	1
		Military science.....	1
Total credit.....	18	Total credit.....	18½

JUNIOR YEAR.

Irrigation practice.....	3	General agricultural chemistry.....	3
Plant physiology.....	4	Farm machinery.....	3½
Farm management.....	3	Animal nutrition.....	3
Soils.....	2	Forage crops.....	3½
Education (elective).....	6	Soil management.....	2
		Elective.....	2½
Total credit.....	18	Total credit.....	18

SENIOR YEAR.

Plant pathology.....	4	Farm structures.....	2½
Plant breeding.....	2	Crop improvement.....	2
Thesis.....	1	Thesis.....	1
Seminar.....	1	Seminar.....	1
Soil chemistry.....	2½	General entomology.....	4
Education (elective).....	5	Education (elective).....	5
Elective.....	1½	Elective.....	1½
Total credit.....	17	Total credit.....	17

The work of this curriculum, exclusive of military training, is distributed as follows: Technical agriculture, 59 hours; science, 43 hours; cultural subjects, 10 hours; education, 16 hours; elective, 6 hours; total, 134 hours. Reference to Table 7 will show that this curriculum is above the median requirement in technical agriculture and very near the median in science and in education. It is consider-

ably below the median in cultural subjects and in total requirements. Compared with the institutions requiring three hours of laboratory work as the equivalent of one hour of class-room work, it is slightly above the median for total requirements.

REQUIREMENTS FOR REGISTRATION.

Scholarship requirements.—Of the 40 institutions offering teacher-training curricula in agriculture, 38 require for admission at least 14 units of high-school work. Mississippi Agricultural and Mechanical College and the North Carolina College of Agriculture require 10 and 11 units, respectively. The requirements for graduation in these institutions are extremely high, and, if capable of carrying the work, students at the end of the four years in college will have covered practically the same ground as those from many other institutions.

Thirty-two of the institutions require at least two years of collegiate work before registration for psychology and educational courses will be permitted. Two of these institutions require three years of collegiate work. Of the remaining eight institutions, six require one year of collegiate work and two offer courses in psychology during the freshman year. Some of the institutions that list all the professional courses during the last two years permit students to elect psychology during the sophomore year. (See Table 2.)

Occupational experience.—Practical farm experience is seldom a requirement for admission to the freshman class. A few institutions require a certain amount before entering the junior year. Sixteen institutions require some practical farm experience before graduation. The amount varies from six weeks to one year of recent experience. As a rule the experience must either be obtained on the student's home or on an approved farm.

STUDENTS.

Only 34 institutions supplied information concerning the number of students registered, and in these 841 men and 18 women are registered during the college year 1916-17 for training in agricultural education. This number includes all those who have actually declared their intention of preparing to teach and not those who are taking certain courses in psychology and education simply for their cultural training. It includes mainly juniors and seniors, but in the colleges where educational courses are offered during the first two years, freshmen and sophomores are included.

From the 35 institutions reporting the number of graduates, 513 students graduated with professional training in agricultural education in 1916. Of this number, 299 are known to be engaged in the teaching or supervision of agriculture in the schools. Twenty-six institutions report that a total of 112 graduates of the year 1916 from

their regular agricultural curricula are also known to be teaching or supervising agriculture in the schools. Four of these are reported to have had professional training elsewhere, and there may be a few others who belong to this class, but it is safe to assume that the remainder are teaching without having had any professional training or experience in education. (See Table 2.)

TABLE 2.—Requirements for registration, enrollment, graduates, employment, and instructors in teacher-training curricula in agriculture.

Institutions.	Requirements for registration.			Students.					Instructors providing special training in agricultural education.
	High-school units required.	Collegiate requirements in years.	Occupational experience required either before or after entering.	Men registered for special training in 1916-17.	Women registered for special training in 1916-17.	Number graduated with special training in 1916.	Graduated with special training in 1916 now engaged in teaching.	Graduated without special training in 1916 now engaged in teaching.	
Alabama Polytechnic Institute.....	14	2	No.	0	0	0	0	18	3
University of Arkansas.....	14	2	No.	2	0	0	0	3	2
University of California.....	15	2	Yes.	37	5	20	13	1	1
Colorado Agricultural College.....	15	2	No.	10	3	15	5	3	3
Connecticut Agricultural College.....	14	3	Yes.	24	0	0	0	2	1
University of Florida.....	16	2	No.	1	0	0	0	4	4
University of Georgia.....	14	2	No.	30	0	6	6	5	5
University of Idaho.....	15	2	Yes.	10	0	6	6	2	3
University of Illinois.....	15	2	No.	30	2	37	26	3	2
Purdue University.....	15	2	No.	35	0	18	12	3	3
Iowa State College of Agriculture.....	15	1	Yes.	27	0	11	11	3	3
Kansas State Agricultural College.....	15	2	Yes.	4	0	20	20	17	3
University of Kentucky.....	15	2	No.	7	0	1	0	4	2
Louisiana State University.....	14	2	No.	0	0	0	0	9	2
University of Maine.....	14	2	Yes.	5	1	3	3	8	2
Maryland State College of Agriculture.....	15	2	Yes.	17	0	3	2	0	2
Massachusetts Agricultural College.....	14	2	No.	29	3	11	8	4	1
Michigan Agricultural College.....	15	3	Yes.	125	0	90	50	0	2
University of Minnesota.....	15	1	Yes.	40	0	31	25	0	3
Mississippi Agricultural and Mechanical College.....	10	0	No.	0	0	0	0	2	2
University of Missouri.....	15	2	Yes.	25	0	5	5	7	7
University of Nebraska.....	15	2	No.	7	0	8	4	3	3
University of Nevada.....	15	2	No.	41	0	0	0	3	3
New Hampshire College of Agriculture.....	15	2	Yes.	0	0	0	0	1	1
Rutgers College.....	15	2	No.	3	0	0	0	4	3
Cornell University.....	15	2	Yes.	43	4	82	35	4	4
North Carolina College of Agriculture and Engineering.....	11	2	No.	0	0	0	0	9	2
North Dakota Agricultural College.....	15	1	No.	14	0	14	6	0	2
Ohio State University.....	15	1	No.	0	0	0	0	3	3
Oklahoma Agricultural and Mechanical College.....	15	0	No.	10	0	7	2	0	2
Oregon Agricultural College.....	15	2	Yes.	41	0	19	10	5	2
Pennsylvania State College.....	14	2	No.	3	0	1	0	0	1
Rhode Island State College.....	15	1	No.	28	0	14	8	2	2
South Dakota State College of Agriculture.....	14	1	No.	100	0	32	10	1	4
Agricultural and Mechanical College of Texas.....	14	2	No.	8	0	1	1	1	1
University of Vermont.....	15	2	No.	17	0	11	11	4	4
State College of Washington.....	15	2	Yes.	32	0	32	24	8	4
West Virginia University.....	15	2	Yes.	17	0	11	11	4	4
University of Wisconsin.....	14	2	Yes.	32	0	32	24	8	5
Total.....				841	18	513	299	112	104

INSTRUCTORS.

The number of instructors who provide the professional training in psychology and education varies from one to seven. In 6 institutions the number is one; in 14 institutions the number is two; in

11 the number is three; in 5 the number is four; and in 2 institutions five instructors provide the professional instruction.

It should not be assumed that these instructors give their whole time to agricultural education, for many of them give regular courses in psychology and education in which there may be large registrations. This is usually the case in the State universities which maintain schools or colleges of education. Many of the institutions maintain a department of agricultural education in which one or two instructors are employed who give their time mainly to agricultural education. In some of the smaller colleges the work in psychology is also given in this department, but where a regular department of education is maintained the agricultural students usually take their psychology and certain educational courses in that department. The general practice is to leave the departments of psychology and education to provide the general training in psychology and education and the department of agricultural education, or some individual in the college or department of agriculture, to provide the training in methods of teaching agriculture. (See Table 2.)

TEACHER-TRAINING CURRICULA IN HOME ECONOMICS.

EXTENT OF TEACHER-TRAINING IN HOME ECONOMICS.

Thirty-three of the land-grant institutions offer four-year curricula for the preparation of teachers of home economics. Since a large proportion of home economics students desire to become teachers, most of the curricula in this subject provide sufficient elective work for students to carry enough in education to meet the requirements for certification. In fact the demand for this professional training has become so general that the regular curricula of some institutions embrace a fairly heavy schedule of required work in psychology and education. Some of the colleges offering training courses report that they are turning out home economics teachers in excess of the demand, but most of the institutions that have established reputations in this line claim that they have no difficulty in locating their graduates.

NATURE AND SCOPE.

In many of the land-grant institutions home economics has been associated with agriculture, and even in the State universities it frequently constitutes a department or a division of the college of agriculture. The tendency at the present time is toward segregation with a view to establishing home economics as a major division of the college or university.

In some institutions home economics is organized as a department of the college of arts and science. In Pennsylvania State College it is a "department" unattached to any of the major divisions, such as the school of agriculture, the school of natural science, etc., but seems to be organically coordinate with them.

Many of the institutions offer two curricula in home economics, one bearing especially upon domestic science or foods and nutrition and the other upon domestic art or textiles and clothing. In some cases they are distinct throughout the four years. In such cases, however, each curriculum requires, during the first two years, some work in both branches. Sometimes the work in both curricula will be the same for the first two years. The institutions with two curricula in home economics usually offer professional courses in each for those who are preparing to teach. As a result they are turning out teachers who are specialists in either one branch or the other. About an equal number of institutions, however, still maintain a single curriculum embracing both branches of home economics. In such cases there is usually sufficient elective work to enable students to specialize to some extent.

TABLE 3.—*Distribution of work required for graduation in teacher-training curricula in home economics.*

Institutions.	Total requirements (semester hours).	Technical home econ- omies.		Science.		Cultural subjects.		Psychol- ogy and education.		Elective work.		Laboratory equiva- lent (actual hours). ¹
		Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	
University of Arizona.....	120	26	22	27	23	34	27	18	15	15	12	2-3
University of Arkansas.....	128	54	42	33	26	18	14	18	14	5	4	2-3
University of California.....	120	41	34	14	12	41	34	12	10	12	12	2-3
Colorado Agricultural College.....	154	34	22	46	30	45	29	10	8	8	3	2
Connecticut Agricultural College.....	159 ¹	55	34	48 ¹	30	31	19	14	9	11	7	2
University of Idaho.....	124	37	30	27	22	24	19	16	13	20	16	3
University of Illinois.....	127	38	30	25	20	38	30	10	8	16	13	2-3
Purdue University.....	156	40	26	30	19	66	42	20	13	.....	.....	2 ¹
Iowa State College of Agriculture.....	136 ¹	43 ¹	32	45	33	26	19	20	15	2 ¹	2	3
Kansas State College of Agriculture.....	134	40	29	33	24	34	25	18	13	9	7	3
University of Kentucky.....	134	51	38	33	24	24	18	16	12	11	8	2
Louisiana State University.....	136	30	22	24	18	36	27	20	15	36	19	3
University of Maine.....	146	47	32	39	27	39	27	15	10	6	4	2
Michigan Agricultural College.....	160	60	38	40	25	26 ¹	17	10	6	23 ¹	15	2
University of Minnesota.....	132	42	32	27	21	24	18	19	14	20	15	2, 3
University of Missouri.....	120	15	13	10	8	24	20	24	20	47	39	2
University of Nebraska.....	120	33	28	28	23	26	22	21	18	12	10	3
New Hampshire College of Agriculture.....	134	46	34	30	23	40	30	18	13	.....	.....	2 ¹
University of Nevada.....	134	37	28	30	23	38	28	18	13	11	8	2 ¹
Cornell University.....	120	23	19	40	33	10	8	14	12	33	28	2 ¹ , 3
North Dakota Agricultural College.....	142	34 ¹	24	43 ¹	30	39 ¹	27	16 ¹	12	8	6	2
Ohio State University.....	120	28	23	32	26	32	26	26	21	2	1	3
Oklahoma Agricultural and Mechanical College.....	128	50 ¹	40	29 ¹	23	28 ¹	22	19 ¹	15	.....	.....	3
Oregon Agricultural College.....	128	27	21	31	24	38	30	15	12	17	13	2, 3
Pennsylvania State College.....	153 ¹	46	30	39	25	39	25	15 ¹	10	14	9	2, 2 ¹
Rhode Island State College.....	160	46	29	50	31	47	29	15	9	2	1	2
South Dakota State College of Agriculture.....	147	46	31	36	24	46	31	19	13	.....	.....	2 ¹
University of Tennessee.....	120	36	30	24	20	30	25	24	20	6	5	2
University of Vermont.....	120	30	25	24	20	36	30	22	18	8	7	2
State College of Washington.....	150	58	39	31	21	40	27	15	10	6	4	2
West Virginia University.....	128	36	28	15	12	27	21	20	16	30	23	2-3
University of Wisconsin.....	120	40	33	29	24	41	34	10	8	.....	.....	2
University of Wyoming.....	124	38	31	36	29	24	20	26	21	.....	.....	3
Total.....	4,435 ¹	1,308 ¹	.....	1,048 ¹	.....	1,066 ¹	.....	590 ¹	.....	395 ¹	.....	.....
Average.....	134	39 ¹	29	31 ¹	23	32 ¹	24	17 ¹	13	12	9	.....

¹ This column shows the practice of the various institutions concerning the amount of laboratory or field work required for each credit hour.

Distribution of work.—In Table 3 will be found the actual distribution of work which has been classified as technical home economics, science, cultural subjects, psychology and education, and elective. Technical home economics includes, in addition to the subjects usually taught in the home economics department, many closely related subjects, such as art, design, drawing, architecture, house construction and sanitation, landscape art, floriculture, vegetable growing, and other agricultural subjects occasionally listed.

Under science is included general biology, botany, zoology, geology, chemistry, physics, physiology, bacteriology, hygiene, etc. Such courses as the chemistry of foods and household bacteriology or entomology, unless given by the department of home economics, are regarded as science. As a rule these courses are given in science departments.

English, composition, public speaking, library science and practice, foreign language, history, civics, economics, sociology, philosophy (except psychology), and mathematics are included under cultural subjects.

Psychology and education include courses in methods of teaching, even though these are given in the department of home economics.

Under the heading of elective is included all work not specified but necessary to meet the total requirements.

As indicated under agriculture, it is not safe to place unqualified dependence upon the figures listed under total requirements for the reason that some institutions require only two hours' laboratory work as the equivalent of one hour of classroom work, while others require as much as three hours. This difference in method of giving credit may affect the total requirement to the extent of from 10 to 30 credit hours. The duration of the laboratory periods is shown in Table 3, so that when comparing curricula this variable factor may be kept in mind.

The average distribution of the work of the various kinds is shown at the bottom of Table 3, and the range of the work among the various institutions is shown in Table 7.

Educational courses.—The professional work in the home economics curricula is about the same as for agriculture, except that the course in methods and the practice work pertain to home economics. (See Table 8.)

Practice teaching.—Thirty institutions out of 33 reporting require practice teaching. In the other three, opportunity is afforded for this work, but it is not required. The remarks concerning practice teaching in agriculture are applicable here. As a rule, however, the curriculum requirements generally are more conscientiously carried out.

Typical curricula.—The following curriculum offered by the Kansas State Agricultural College is fairly typical of the curricula embracing both of the main branches of home economics.

Four-year curriculum in home economics, Kansas State Agricultural College, 1917-18.

<i>Freshman year.</i>		<i>Sophomore year.</i>	
	<i>Credits.</i>		<i>Credits.</i>
College rhetoric.....	6	Organic chemistry.....	5
General chemistry.....	10	Household microbiology.....	5
Household physics.....	3	General zoology.....	5
Library methods.....	1	Embryology and physiology.....	5
Current history.....	1	Modern language ¹	6
Survey of home economics.....	1	Clothing.....	3
Domestic art (garment making).....	2	Textiles.....	3
Foods I.....	3	Physical training or music.....	2
Design.....	3		
Costume design.....	3		
Physical training.....	2		
Total credit.....	35	Total credit.....	34

<i>Junior year.</i>		<i>Senior year.</i>	
	<i>Credits.</i>		<i>Credits.</i>
English literature.....	6	American government.....	3
Household management.....	2	American history.....	3
Foods II.....	5	Economics.....	3
Human nutrition.....	3	Sociology.....	3
Gardening.....	3	Marketing and serving.....	1
Dietetics.....	5	Sanitation and public health.....	3
Psychology.....	3	Home economics education.....	4
History of education.....	3	Practice teaching.....	2
Elective.....	3	Principles of education.....	3
		Educational psychology.....	3
		Elective.....	4
Total credit.....	33	Total credit.....	32

¹ Students who have not offered high-school French or German for college entrance are required to take 3 additional hours' work in a modern language.

In the catalogue outline, which allows 22 hours for free election, no work in education is included. This permits students to carry the necessary 15 hours' work in education and 7 hours' additional work in either branch of home economics.

The distribution of the work of this curriculum, exclusive of physical training, is as follows: Technical home economics, 40 hours; science, 33 hours; cultural subjects, 32 hours; psychology and education, 18 hours; elective, 7 hours; total, 130 hours. By referring to Table 7 it may be seen that the total amount of work required in each class, except elective, is about the median requirement.

The curriculum of the Iowa State College, as shown below, permits students to specialize in either domestic art or domestic science. The work of the first two years is the same for both options. The work of this curriculum, exclusive of physical culture, is distributed as follows: Technical home economics, 43½ hours; science, 45 hours; cultural subjects, 26 hours; psychology and education, 20 hours; elective, 2½ hours; total, 136½ hours. Reference to table 7 will show that this curriculum is slightly above the median in technical home economics and in total requirements. It is decidedly above the median in science requirements and in psychology and education. It is six hours below the median in cultural subjects.

Four-year curriculum in home economics, Iowa State College—Domestic science group, 1916-17.

<i>Freshman year.</i>		<i>Sophomore year.</i>	
	<i>Credits.</i>		<i>Credits.</i>
Textiles and clothing.....	4½	Foods.....	4½
Personal hygiene.....	1	Applied art.....	2½
Plant morphology.....	1½	Applied organic chemistry.....	4½
Economic botany.....	1½	Food chemistry.....	2½
General chemistry and qualitative analysis.....	7½	Textile chemistry.....	1
Drawing.....	2½	Plant physiology.....	1½
Exposition.....	3	General zoology.....	3½
Narration and description.....	3	General physics.....	5
Library methods (4 lectures).....	0	Literature of modern life.....	2
Modern language, mathematics.....	8	Outlines of psychology.....	3
American history (West).....	2	Educational psychology.....	3
Physical culture.....	0	Physical culture.....	0
		Elective.....	½
Total credit.....	35	Total credit.....	34

<i>Junior year.</i>		<i>Senior year.</i>	
	<i>Credits.</i>		<i>Credits.</i>
Advanced textiles and clothing.....	4½	History of art and design.....	4
Advanced cookery.....	2½	Nutrition and dietetics.....	6½
Marketing, preparation, and serving meals.....	2½	Household management.....	1½
The house.....	4½	Household accounting.....	2
Physiological chemistry.....	3½	Home nursing.....	1
General bacteriology.....	3½	Principles of applied sociology.....	2
Human physiology.....	7½	Home economics, journalism, or composition.....	2
Public speaking.....	2	Teaching home economics.....	6
Social economics.....	2	Principles of teaching.....	2
Elective.....	1½	Education (elective).....	6
		Elective.....	½
Total credit.....	33½	Total credit.....	34

REQUIREMENTS FOR REGISTRATION.

Scholarship requirements.—All of the institutions offering training courses in home economics require at least 14 units of high-school work for admission to the freshman class. Twenty-five require in addition at least two years of collegiate work before registering for the work in psychology and education. Four of this number require three years of collegiate work. Seven require at least one year of collegiate work, while one institution, Oklahoma, does not require any collegiate work for registration in these courses. (See Table 4.)

Occupational experience.—The institutions assume that all students registering for home economics will have had some practical experience in work about the home and therefore do not make this a requirement for admission. Many curricula offer opportunity for independent experience in household management by means of a demonstration cottage.

STUDENTS.

From Table 4 it may be seen that out of the 27 institutions which reported, 1,318 women are now registered for professional training in home economics education. Out of 28 institutions reporting, 663 graduated with professional training in 1916. Of these, 487 are known to be engaged in teaching or supervising home economics. Nine 1916 graduates in home economics, without professional training, are also known to be engaged in school work.

INSTRUCTORS.

In the 32 institutions from which information has been obtained, 91 instructors provide the special training in psychology and education for home economics students who are preparing to teach. Many of these instructors are in the regular department of education and furnish instruction to students preparing to teach other subjects. As a rule, the course in methods is given by a member of the home economics department. Many of the instructors in home economics have had professional educational training and for this reason the curricula are usually well organized from the standpoint of teacher training. (See Table 4.)

TABLE 4.—Requirements for registration, enrollment, graduates, employment, and instructors in teacher-training curricula in home economics.

Institutions.	High-school units required.	College-grade requirements, in years.	Number registered for special training in 1916-17.	Number graduated with special training in 1916.	Graduated with special training in 1916 now engaged in teaching.	Graduated without special training in 1916 now engaged in teaching.	Instructors providing special training in home economics education.
University of Arizona.....	15	1	2	0	0	2	2
University of Arkansas.....	14	2	45	8	8	0	2
University of California.....	15	3	47	33	28	0	2
Colorado Agricultural College.....	15	2	50	30	30	0	5
Connecticut Agricultural College.....	14	2	0	0	0	0	2
University of Idaho.....	15	3	5	5	5	.....	3
University of Illinois.....	15	3	78	36	30	.....	3
Purdue University.....	15	1	151	27	20	0	4
Iowa State College of Agriculture.....	15	1	100	75	67	0	6
Kansas State Agricultural College.....	15	2	185	101	70	0	4
University of Kentucky.....	15	2	7	0	0	0	3
Louisiana State University.....	14	2	0	0	0	0	2
University of Maine.....	14	2	65	3	3	0	2
Michigan Agricultural College.....	15	3	60	57	45	0	2
University of Minnesota.....	15	2	122	38	33	0	3
University of Missouri.....	15	2	100	30	.....	.....	7
University of Nebraska.....	15	2	.....	.....	.....	.....	3
University of Nevada.....	15	2	15	0	0	.....	3
New Hampshire College of Agriculture.....	15	1	.....	.....	.....	.....	2
Cornell University.....	15	2	33	33	17	.....	3
North Dakota Agricultural College.....	15	2	18	26	25	0	3
Ohio State University.....	15	2	.....	.....	.....	.....	.....
Oklahoma Agricultural and Mechanical College.....	15	0	.....	.....	.....	.....	3
Oregon Agricultural College.....	15	2	75	68	55	0	5
Pennsylvania State College.....	15	2	12	15	12	0	2
Rhode Island State College.....	14	2	12	3	1	0	2
South Dakota State College of Agriculture and Mechanic Arts.....	15	1	46	16	15	0	4
University of Tennessee.....	14	1	.....	.....	.....	.....	3
University of Vermont.....	14	2	8	6	6	1	2
State College of Washington.....	15	2	.....	16	.....	.....	4
West Virginia University.....	15	2	10	4	4	2	4
University of Wisconsin.....	14	2	36	27	25	4	4
University of Wyoming.....	15	1	26	6	2	0	6
Total.....	.....	.....	1,318	663	487	9	105

TRADES AND INDUSTRIES.**EXTENT OF TEACHER TRAINING IN TRADES AND INDUSTRIES.**

Fourteen of the land-grant institutions offer four-year curricula in manual arts for teachers. There has not been much demand for training of this kind requiring four years of collegiate preparation. Institutions of various kinds throughout the country have been offering manual training and trade curricula covering periods ranging from a few months to two years, but the land-grant colleges have done very little to meet the demand for short-time curricula. The demand for trade and industrial teachers is a comparatively recent one, and educators have been somewhat doubtful regarding the nature of the training that trade teachers should have. The lack of a definite plan for teacher-training has retarded the progress of vocational education. The supply of properly trained teachers is still the controlling factor in the development of this popular and promising type of education.

As a result of the recent passage by Congress of the Vocational Education Bill, the various States, to avail themselves of its benefits, must formulate plans for a State system of industrial education. These plans, necessarily, will include provisions for teacher training. There is little doubt that the land-grant colleges and State universities will be called upon to prepare teachers of agriculture and home economics, and, with an appropriate system of extension schools, there seems to be no good reason why they should not prepare trade-school teachers as well. There is a strong argument in favor of the practice of incorporating the several State institutions of higher learning into their respective State school systems. Legislative enactments, defining their duties with regard to teacher training should go a long way toward bringing about coordinated effort. These institutions alone are not going to be able to supply the demand of the coming years and technical schools of a secondary grade will continue to train teachers for the trade schools as they have been doing in the past. All institutions with facilities for the promotion of this kind of training should speedily formulate curricula adapted to present needs. The National Society for the Promotion of Industrial Education¹ has offered valuable suggestions along this line, and it is encouraging to note that some of the land-grant colleges are preparing to carry out its recommendations. Iowa State College, for example, states that:

We are planning now to have evening schools established in three or four different points in the State, naturally in the larger industrial centers. At these points, training will be given in the following subjects: Trade mathematics, trade drawing,

¹ The Selection and Training of Teachers for State-Aided Industrial Schools, Bul. 19, revised edition, 1917.

English, civics, industrial education, practice teaching, and class management, and possibly physiology and hygiene. Men admitted to these courses will be experienced tradesmen who desire to teach.

The University of Wisconsin conducts what it calls a "Mechanic's Institute" and offers a scholarship of \$60 to each of 12 skilled craftsmen who will come to the institution for 8 weeks of special work in teacher training.

The Pennsylvania State College offers a special two-year curriculum for those who have had trade experience and are anxious to obtain professional teacher training.

NATURE AND SCOPE.

It is apparent that the institutions themselves are conscious of the fact that the teacher-training curricula as now offered are not meeting present needs, for only in a few cases have they attempted to supply the requested information concerning the enrollment and graduation of students.

The four-year curriculum in manual arts, with some modifications, will probably be maintained in the colleges for the purpose of preparing teachers of supplementary subjects, such as drafting and the sciences, and other persons for administrative positions. But for the purpose of preparing trade-school instructors, the demand is for a short curriculum extending over a few months, either during the day or evening, and open to the craftsmen who desire to enter or may be persuaded to enter the teaching profession.

Distribution of work.—Table 5 shows the distribution in credit hours of the various kinds of work, such as technical manual arts, science, cultural subjects, education, and elective. The grouping of the subjects is the same as described under agriculture, except that the first group embraces technical manual arts. The work in shop mathematics and descriptive geometry is classed under technical manual arts instead of cultural subjects, where work in general mathematics appears.

The average amount of work in each group of subjects is as follows: Technical manual arts, 48½ hours; science, 20 hours; cultural subjects, 44 hours; psychology and education, 20 hours; elective, 12 hours; total, 145 hours. On account of the small number of institutions considered and because of a few exceptional cases, such as the amount of cultural work required by the Mississippi Agricultural and Mechanical College, these averages are somewhat misleading. Table 7 shows the range of requirements in each group of subjects.

TABLE 5.—*Distribution of work required for graduation in the teacher-training curricula in trades and industries.*

Institutions.	Total requirements (semester hours).	Technical manual arts.		Science.		Cultural subjects.		Psychol- ogy and educa- tion.		Elective.		Laboratory equiva- lent (actual hours). ¹
		Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	Semester hours.	Per cent.	
Colorado Agricultural College.....	154	77	50	20	13	30	20	16	10	11	7	2
Maryland Agricultural College.....	200	88	44	20	10	78	39	14	7	0	0	2
Mississippi Agricultural and Mechan- ical College.....	216	55½	26	17½	8	116½	54	26½	12	0	0	2
University of Missouri.....	120	15	12	10	8	24	20	24	20	47	39	2
New Hampshire College of Agricul- ture.....	130	49	38	24	19	41	32	16	12	0	0	2½
North Dakota Agricultural College....	142	53½	37	17½	12	31½	22	19½	13	20½	14	2
Ohio State University.....	120	36	30	16	13	38	32	28	23	2	2	3
Oklahoma Agricultural and Mechan- ical College.....	128	39	31	41	32	24	19	24	19	0	0	3
Oregon Agricultural College.....	126	51	41	12	10	25	20	16	13	22	18	2, 3
Pennsylvania State College.....	153	60	46	9	5	51	33	16	11	8	5	2, 2½
South Dakota State College of Agri- culture and Mechanic Arts.....	144	21	14	44	31	50	34	19	13	10	7	2½
University of Tennessee.....	126	38	30	24	19	40	31	24	19	0	0	2
State College of Washington.....	150	40	27	15	10	40	27	35	23	20	13	2
University of Wisconsin.....	120	47	39	10	8	28	23	9	8	26	22	2
Total.....	2,029	678½	.....	279½	.....	617	.....	287	.....	166½	.....	.....
Average.....	145	48½	33	20	14	44	30	20	14	12	8	.....

¹ This column shows the practice of the various institutions concerning the amount of laboratory or field work required for each credit hour.

Educational courses.—The educational courses and the total requirements in psychology and education are about the same as for agriculture. The amount of professional work required ranges from 9 to 35 hours, the average being 19 hours. (See Table 8.)

Practice teaching.—Ten out of twelve institutions offering training courses require practice teaching, and it is available but not required in the other two cases. It is provided either through cooperation with local schools, in special demonstration schools maintained for the purpose, or in regular class or laboratory work in the institution itself.

Typical curricula.—The four-year curricula for manual arts teachers are very similar, and the following offered by the Oregon Agricultural College will serve as an example. Exclusive of military and physical training, the curriculum requires a minimum of 126 hours, distributed about as follows: Technical manual arts, 51 hours; science, 12 hours; cultural subjects, 25 hours; psychology and education, 16 hours; elective, 22 hours. As may be seen from Table 7, this curriculum is somewhat below the median in science, cultural work, education, and total requirements. By omitting the two institutions with abnormal requirements from the computation, the total requirements are very slightly below the average.

Four-year industrial arts curriculum for teachers, Oregon Agricultural College, 1916-17.

<i>Freshman year.</i>	<i>Credits.</i>	<i>Sophomore year.</i>	<i>Credits.</i>
Modern English prose.....	6	Modern language or approved elective.....	6
Trigonometry.....	3	General physics.....	6
Commercial geography.....	3	Pattern making and foundry practice.....	6
General chemistry.....	6	Woodworking.....	2
Shop drawing.....	6	Industrial arts design.....	1
Manual training.....	4	Mechanical drawing.....	3
Industrial arts drawing.....	2	Military drill.....	2
Library practice.....	1	Gymnastic drill.....	1
Hygiene.....	1	Electives.....	6
Military drill.....	2		
Gymnastic drill.....	1		
Total credit.....	34	Total credit.....	33

<i>Junior year.</i>	<i>Credits.</i>	<i>Senior year.</i>	<i>Credits.</i>
Modern language or approved elective.....	6	Special methods of teaching.....	4
General psychology.....	3	History and theory of vocational education..	2
Educational psychology.....	2	Machine shop.....	4
Principles of education.....	2	Manual training for elementary grades.....	2
Forging.....	3	Machine drawing and design.....	3
Hammered metal work.....	2	Applied mechanics.....	3
Elementary house planning.....	3	Power and hydraulics.....	3
Descriptive geometry.....	3	Electives.....	14
Commercial woods.....	2		
Plumbing.....	2		
Military science and drill.....	4		
Elective.....	2		
Total credit.....	34	Total credit.....	35

REQUIREMENTS FOR REGISTRATION.

Scholarship requirements.—Eleven out of fourteen of the institutions offering teacher-training courses in manual arts require 15 units of high-school work for admission to freshman standing. Two require 14 units and one requires 10 units of high-school work. Four institutions require in addition to this two years of collegiate work before registration for the educational courses is permitted. Eight others require but one year of collegiate work, while two institutions permit registration in one or more of the educational courses during the first year in college. (See Table 6.)

Occupational experience.—The records show that none of the institutions in their effort to prepare teachers for the trades and industries require previous occupational experience for registration in their four-year curricula. Eight of the institutions failed to supply information concerning this point, but it is assumed that the failure to fill in the information is equivalent to a negative answer.

STUDENTS.

Since only nine institutions supplied information concerning registration and graduation of students, the result of the inquiry in this respect is unsatisfactory. The University of Wisconsin reports that 45 students, 30 men and 15 women, are registered in 1916-17 for teacher-training in industrial arts. South Dakota State College reported 48 men and 20 women enrolled. Oregon Agricultural College reports a registration of 14; the University of Missouri, 25; and Colo-

rado Agricultural College and Pennsylvania State College each reports 5; and Maryland State College and North Dakota College of Agriculture each report 1; making a total of 164. The record shows that 32 students graduated with special training in 1916, of whom 24 are known to be engaged in teaching. (See Table 6.)

INSTRUCTORS.

Forty-four instructors provide the special instruction for the training of teachers in trades and industries. As indicated under agriculture, these instructors, with few exceptions, furnish instruction to general classes in education. In some institutions one or more instructors devote all of their time to methods of teaching manual arts.

TABLE 6.—*Requirements for registration, enrollment, graduates, employment, and instructors in teacher-training curricula in trades and industries.*

Institutions.	Requirements for registration.			Students.						Instructors giving training courses for teachers of trades and industries.
	High-school units required.	Collegiate requirements in years.	Occupational experience required?	Men registered for special training in 1916-17.	Women registered for special training in 1916-17.	Number graduated with special training in 1916.	Graduated with special training in 1916 who are now engaged in teaching.	Graduated without special training in 1916 now engaged in teaching.		
Colorado Agricultural College.....	15	2	No	5	0	2	2			2
Maryland State College of Agriculture.....	15	2		1	0	0	0			2
Mississippi Agricultural and Mechanical College.....	10	0								2
University of Missouri.....	15	2		25	0	7				7
New Hampshire College of Agriculture.....	15	1								2
North Dakota Agricultural College.....	15	1		1	0	0	0	2		2
Ohio State University.....	15	1								
Oklahoma Agricultural and Mechanical College.....	15	0								3
Oregon Agricultural College.....	15	2	No	14	0	12	12	9		3
Pennsylvania State College.....	15	1	No	5	0	3	3	0		7
South Dakota State College of Agriculture and Mechanic Arts.....	15	1	No	48	20	8	7	1		2
University of Tennessee.....	14	1								3
State College of Washington.....	15	1	No	0	0	0	0	0		4
University of Wisconsin.....	14	1	No	30	15					5
Total.....				129	35	32	24	12		44

TABLE 7.—*Maximum, minimum, and median requirements for graduation in teacher-training curricula.*

Curricula.	Total requirements.	Technical subjects.	Science subjects.	Cultural subjects.	Professional subjects (psychology and education).	Elective subjects.
	<i>Semester hours.</i>	<i>Semester hours.</i>	<i>Semester hours.</i>	<i>Semester hours.</i>	<i>Semester hours.</i>	<i>Semester hours.</i>
Teacher-training curricula in agriculture:						
Maximum requirements.....	217	77	50	115	27	54
Minimum requirements.....	120	0	30	6	10	0
Median requirements.....	142	49	40	22	18	5
Teacher-training curricula in home economics:						
Maximum requirements.....	160	60	50	66	26	47
Minimum requirements.....	120	15	10	10	10	0
Median requirements.....	132	40	31	34	18	11
Teacher-training curricula in trades and industries:						
Maximum requirements.....	216	88	44	117	35	47
Minimum requirements.....	120	15	9	24	9	0
Median requirements.....	136	48	17	39	19	8

CERTIFICATION OF TEACHERS.

In the individual statements concerning the work of the various institutions will be found brief remarks concerning the certification of teachers. These remarks, generally, have been copied directly from the catalogue of the institution concerned and in such cases are shown as quotations. In a few cases the information was obtained from correspondence or from other documents of the Bureau of Education.

In some institutions there is a conscious belief that the requirements for certification are too high when applied to such special subjects as agriculture, home economics, and trades and industries. It is plainly evident, also, that the requirements are not always enforced. In some cases, courses like rural economics, physiology, hygiene, etc., are offered in lieu of certain educational courses. Undoubtedly the substitutions are generally more useful to the prospective teacher than some of the required work in psychology and education. Some institutions require as high as 10 hours in psychology, which, for teachers of certain academic subjects, may be justifiable, but for teachers of subjects like those under consideration, which require so much technical preparation, there is danger of sacrificing technical proficiency for professional training.

It is probable that the time commonly devoted to strictly educational courses is longer than is necessary. It is a question of relative value, of course, and in many cases it would seem desirable to omit some of the professional courses to make way for more technical and scientific work which the teacher should have and is denied him on account of the limited time.

Public criticism of vocational teaching is directed more often to the practical deficiencies of teachers than to lack of academic knowledge or of administrative ability. The chief opposition to voca-

tional training comes from practical artisans who complain that the school work is not practical and too far removed from actual industrial conditions. This is true of nearly all vocational subjects, but it is especially true of the teaching of manual arts.

Certification laws will need to be revised to meet the needs of industrial education. The National Society for the Promotion of Industrial Education in their recent Bulletin (No. 19, p. 17, Revised Edition) calls attention to the deficiencies of the present system and makes valuable suggestions for future legislation. Their statement follows:

Excellent as the foregoing plan [usual practices] may be for the purpose of licensing teachers of the regular public schools, it is inadequate to meet the problems of certifying teachers for State-aided industrial schools.

The prevailing method of certifying regular school teachers fails to pass upon all the qualifications necessary for industrial school service. The tests given are usually limited to qualifications of teaching ability and general education. Industrial experience and personal qualifications, other than those of health, are seldom included. Unless certification covers all the qualifications which industrial school teachers should have, many persons lacking the right preparation will secure the legal right to teach in these schools. This at once opens the way to the employment of inefficient teachers, and is sure to retard, if not entirely prevent, the proper development of the schools.

The present schemes of certification seldom provide adequate means of testing such things as trade knowledge, personality, and teaching skill, even when these qualifications are included in the State requirements for industrial school teachers. In many cases no effective use is made of personal interviews or of credentials for furnishing information of various kinds. Nor is proper attention given to practical tests and demonstrations or a systematic plan of probation teaching.

Too much dependence is placed upon the written examination as a means of testing the candidate's qualifications. It is self-evident that a written examination alone can not adequately test personal and trade equipment. Nor can it give proof of such things as the faculty to handle young people, organizing and executive ability, the capacity to cooperate with others, and interest in the work in which the applicant seeks employment. Furthermore, the written examination alone is an inadequate and unsatisfactory device for testing many of the things for which it has traditionally been used, such as general schooling, power to use knowledge, and the ability to teach.

The common practice in the certification of teachers for public-school work does not meet the needs of State-aided industrial schools, because it fails to give sufficient consideration to the necessity of cooperation between the State and local authorities. In the establishment and maintenance of a system of State-aided schools it is a well-recognized principle that the control of such schools should be shared jointly by the State and the local community. Their relationship should be that of partners in the educational business of the State. In the selection of teachers, as in all other matters of support and control, each partner should bear his proper share of this joint responsibility.

In the process of securing competent teachers three steps are involved: Certification, employment, and approval. Certification is the process whereby the State confers upon an individual the legal right to teach in its schools. Employment is the act by which a local community engages the services of a properly-certified teacher. Approval is the final step by means of which the State, after inspecting the work of a teacher, pronounces it satisfactory, and consents to this teacher's reemployment.

It is clear that the responsibility of the State for the selection of teachers for State-aided industrial schools is greater than the usual responsibility which it has in relation to non-State-aided schools. In discharging this responsibility it is the business of the State to establish minimum standards covering all the qualifications which industrial school teachers must have and to devise an adequate system of examination and certification. Such a system, however, must be carried out in close cooperation with the local school officers in such matters as fixing standards and obtaining the information necessary to pass upon the fitness of candidates.

It is the duty of the local community to discharge the second function, that of employment. This it should do in cooperation with the State by investigating at the time of appointment the qualifications of candidates from the accredited State list with reference to their fitness for local service.

The final act of approval for reemployment rests with the State. It should be carried out, however, only after systematic examination of the candidate's work and frequent consultations with the local school officials. The local school authorities ought to possess some option in the matter of approval in that they should not be required to reemploy an unsatisfactory teacher, even though approved by the State.

From the foregoing discussion the conclusion is inevitable that to secure an effective plan for passing upon the qualifications of properly equipped teachers for State-aided industrial schools either an entirely new scheme of certification must be devised or important modifications made in the one now commonly employed. The next section discusses proposed plans for a new scheme of certification.

TABLE 8.—Semester hours devoted to and the frequency of occurrence of

(Courses that are offered without definite credit are regarded as two-hour courses, except seminar courses, courses included in making up

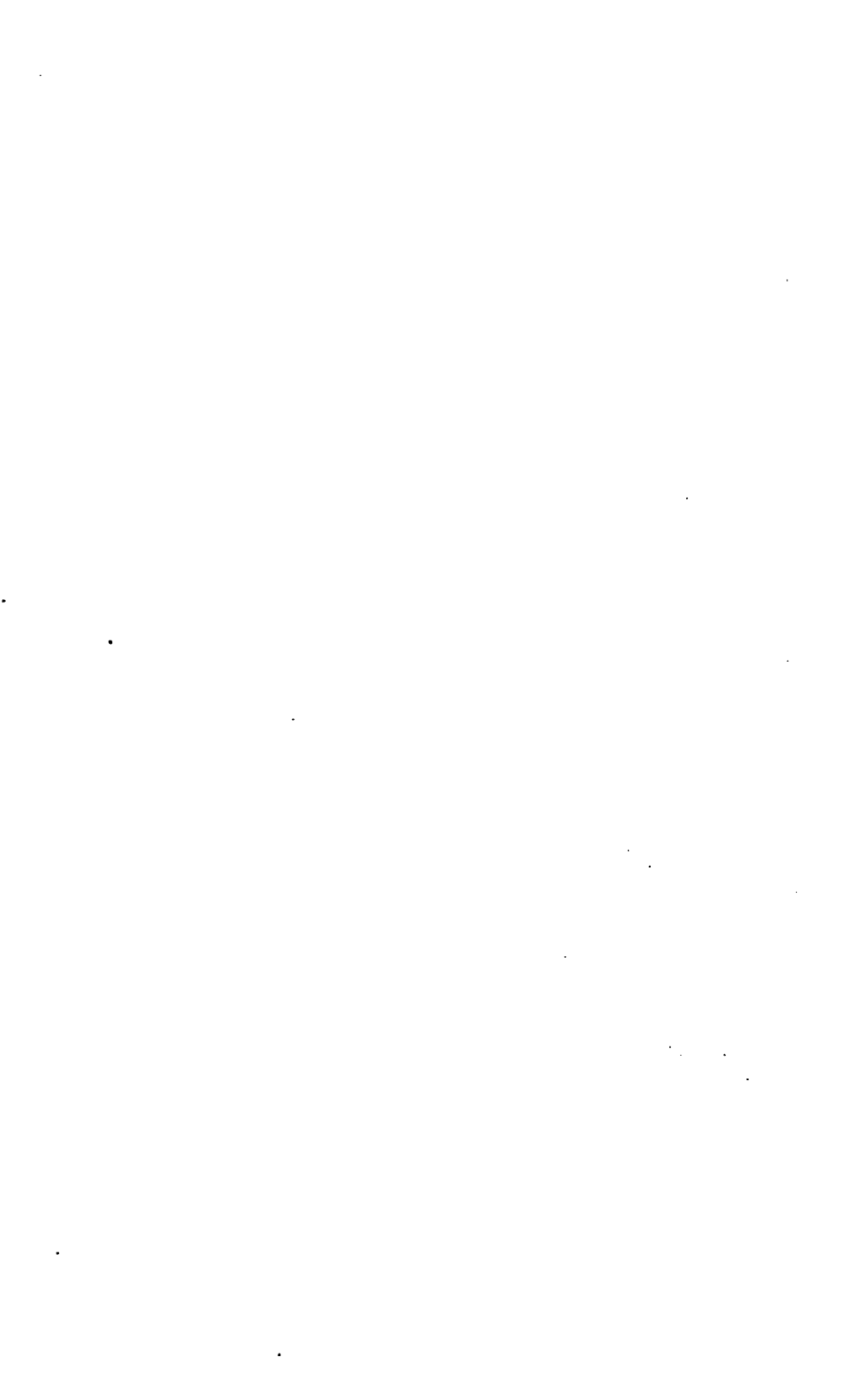
Institutions.	History of education.	Educational psychology.	Child study.	Adolescence.	Tests and measurements.	Defective and exceptional children.	Principles of education.	Theory of education.	Philosophy of education.	Elementary education.	Secondary education.	High-school education.
STATE UNIVERSITIES.												
University of Arizona.....	3	3					3					
University of Arkansas.....	3	2	3	3			2		3			
University of California.....	(3)8	(3)7					(2)6	3				
University of Florida.....	3	3	3				3					
University of Georgia.....	(2)5	2					3	3				
University of Idaho.....	(2)5	4					3	3				
University of Illinois.....	(2)8	(2)5			2	2	4	2		1		
University of Kentucky.....	(2)6	3					3				4	3
Louisiana State University.....	(2)6								4	2	3	3
University of Maine.....	3			2			2					
University of Minnesota.....	(3)15	3			2	3	(2)6			2	2	
University of Missouri.....	5	(2)5	2		3	1	3	(2)6	3	2		
University of Nebraska.....	(3)11	2	3	4	2	2	2	4	(2)4	(3)4		
University of Nevada.....	4	3	3				3					2
Cornell University.....	3	(2)6		2	3	2	3					
Ohio State University.....	(5)20	4			3	(2)6	(4)15		4	6	6	
University of Tennessee.....	(2)6				3		3				(2)6	
University of Vermont.....	6	3					6		6			
West Virginia University.....	(3)8	2			2		(2)6	3	6			
University of Wisconsin.....	(5)10	(4)9	2		2		2					
University of Wyoming.....	3	(2)6	3		3		3		(3)16		6	
STATE COLLEGES.												
Alabama Polytechnic Institute.....		3		3			6				4	
Colorado Agricultural College.....	5											
Connecticut Agricultural College.....		3					3		3			
Delaware College.....							3					
Purdue University.....	3	6	1	1			3					
Iowa State College of Agriculture.....	4						2				(2)4	
Kansas State Agricultural College.....	3	3					3					
Maryland State College of Agriculture.....	2						2					
Massachusetts Agricultural College.....	3	3					3					
Michigan Agricultural College.....	3	(2)6					3					
Mississippi Agricultural and Mechanical College.....	(2)5	3					3	4				
Montana College of Agriculture.....												
New Hampshire College of Agriculture.....	(2)4			3			3				3	
Rutgers College.....	(2)6	4			3		4				4	
New Mexico College of Agriculture.....		5										
North Carolina College of Agriculture and Engineering.....	3										3	
North Dakota Agricultural College.....	2	3	2		2		2	2	2			2
Oklahoma Agricultural and Mechanical College.....	3	2	2				3					
Oregon Agricultural College.....	3	3	3		2		3					
Pennsylvania State College.....	3						3				3	
Rhode Island State College.....							3					
Clemson Agricultural College.....												
South Dakota State College of Agriculture.....	3	3		3	3		3					
Agricultural and Mechanical College of Texas.....		3									3	
Agricultural College of Utah.....												
Virginia Agricultural and Mechanical College.....												
State College of Washington.....	(2)8	3	5				3					3
Frequency.....	65	42	13	8	13	6	43	7	12	13	23	12
Total semester hours.....	208	122	34	22	32	14	134	21	42	41	76	32

¹ At least part of the work given in the college of agriculture.

certain courses in education offered by the land-grant (1862) institutions.

which are regarded as one-hour courses. The numbers within parentheses indicate the number of the number of hours listed.)

Professional and industrial education.	Agricultural education.	Rural education.	Social education.	Moral and religious education.	Administration.	Class-room management.	Supervision.	Educational systems.	Educational movements.	School hygiene.	General methods.	Special methods (teachers' courses).	Observation, practice, curricula.	Seminar courses.	Investigational courses.	Miscellaneous.	All educational subjects.	Total semester hours.
2	2	2	2	2	3	3	3	2	2	2	5	3	14	2			14	38
2	(4)12	3	1(2)5	2	(2)6	1	2	2	2	2	(3)7	3	14	1(4)8	1(2)4	(5)8	16	54
2	2	(2)8	(2)10		(2)5						(2)10	1	3	2	2		43	105
1	1	2	3		3	2					1	1	2	(2)2			9	29
2	(2)6	1	1(2)4		3		3	3	3	3	3	3	3	(3)3		(2)4	18	49
1	1	1	3		(2)4						2	2	3	(2)4		3	18	44
1	1	1	3		3						3	3	3	(2)4		3	27	67
1	(2)6	2	3	(2)6	(2)6		2	3	3	3	3	3	3	4		4	16	44
1	1	5			(3)7	(2)4	(2)4	6	2	2	1	3	(2)5	(3)6	(4)8	(3)2	10	36
1	1				3		3				(3)14	3	(2)3	2		(2)8	13	35
1	(2)6				(4)11						3	3	3	1	2	3	30	88
1	(4)12	3			4						3	3	3	3	1	3	34	72
1	1				5						1	1	2	1		2	27	62
1	(2)5										2	2	3	1		3	14	46
1	1										3	3	3	2		3	17	42
1	(2)6				(3)10						3	3	3	2		3	29	101
1	(4)12										3	3	3	1		3	11	34
1	1										1	1	2	1		3	9	37
1	(2)5										2	2	2	3		3	22	61
1	1										2	2	3	1		3	30	59
1	1										2	2	3	1		3	31	110
1	1										3	3	3			3	11	37
1	1										3	3	3			3	3	11
1	1										3	3	3			3	4	12
1	1										3	3	3			3	2	6
1	1										3	3	3			3	10	20
1	1										3	3	3			3	13	30
1	1										3	3	3			3	14	38
1	1										3	3	3			3	7	16
1	1										3	3	3			3	5	25
1	1										3	3	3			3	6	20
1	1										3	3	3			3	11	32
1	1										3	3	3			3	9	22
1	1										3	3	3			3	9	35
1	1										3	3	3			3	2	9
1	1										3	3	3			3	7	21
1	1										3	3	3			3	14	26
1	1										3	3	3			3	12	26
1	1										3	3	3			3	11	35
1	1										3	3	3			3	14	38
1	1										3	3	3			3	5	11
1	1										3	3	3			3	1	1
1	1										3	3	3			3	9	26
1	1										3	3	3			3	8	24
1	1										3	3	3			3	12	35
17	39	22	17	7	42	10	13	13	5	14	18	39	32	36	20	85	637	
42	110	67	40	18	122	23	29	34	12	30	61	92	106	63	47	76	1,767	



THE WORK OF TEACHER TRAINING IN THE LAND-GRANT COLLEGES.

ALABAMA POLYTECHNIC INSTITUTE.

AGRICULTURE.

Nature and scope.—Students preparing to teach pursue the regular four-year curriculum, electing a major option in one of five groups representing the main branches of agriculture. In each option opportunity is given for the election of the educational courses necessary for State certification. The distribution of the work of such a schedule is about as follows: Technical agriculture, 69½ hours; science, 59 hours; cultural subjects, 38½ hours; psychology and education, 18 hours; total, 185½ hours.

The educational courses required to qualify for the State teacher's certificate and the semester credits for each are as follows: Principles of education, 6 hours; secondary education, 4 hours; principles and practice of teaching, 2 hours; educational sociology, 2 hours; rural educational practice, 2 hours; school supervision, 2 hours. The following courses are open for election: Elementary and educational psychology, 6 hours; school curricula, 4 hours; library methods, 2 hours; special methods of teaching agriculture, 1½ hours. In the last-named courses "special attention is given to the selection of material for illustrating the principles of agriculture, and practice will be given in conducting a number of simple demonstrations. Frequent excursions are made in the fields."

Requirements for registration.—Fourteen units of high-school work and two years of collegiate work.

Students.—Owing to the recent establishment of the department of education, no students have been graduated with special training in agricultural education. Eighteen of the 1916 graduates from the regular agricultural curriculum are now engaged in teaching.

Instructors.—Three instructors provide the special training in agricultural education.

HOME ECONOMICS.

This institution offers no curriculum in home economics.

TRADES AND INDUSTRIES.

No special teacher-training curriculum offered, but students in mechanic arts and engineering may elect courses in education.

GENERAL REMARKS.

Certification.—"The State department of education, by recent ruling, will grant to certain graduates of the leading colleges of Alabama first-grade and life certificates. The requirements for these certificates are that graduates must have pursued courses in education amounting to nine hours (18 semester hours)."

UNIVERSITY OF ARIZONA.

AGRICULTURE.

No special teacher-training curriculum is offered at the present time. The institution is planning for such work for the college year 1917-18.

"The new curriculum will include almost the same work as the regular agriculture course, with the inclusion of one or two courses specially needed by such as are to meet practical school problems, as well as a minimum of 12 semester hours of education, such as would fit the regular college graduate to meet the requirements for the teachers' certificate, as now in operation."

HOME ECONOMICS.

Nature and scope.—In 1913-14 a teacher-training curriculum was offered for the first time. Two curricula in home economics are offered—one each for those who desire to specialize in textiles and clothing. Each of these curricula includes professional courses in education. The distribution of the work, exclusive of physical training, is about as follows: Technical home economics, 26 hours; science, 27 hours; cultural subjects, 34 hours; education, 18 hours; elective, 15 hours; total, 120 hours.

The educational courses include psychology, 6 hours; history of education, 8 hours; and theory and practice of teaching home economics, 4 hours. Many other courses in education are open for election. No information concerning the nature and extent of practice teaching has been applied.

Beginning with the year 1917-18 a modified curriculum, similar to the new agricultural curriculum, is offered.

Requirements for registration.—Fifteen high-school units and at least one year's collegiate work. Senior standing is required for the course in theory and practice.

Students.—Two women are enrolled in 1916-17 for the special educational work. Owing to the recent introduction of the educational work, no students have yet been graduated with professional training. Two 1916 graduates from the regular curriculum are now engaged in teaching.

Instructors.—Two members of the faculty provide the professional training in home economics.

TRADES AND INDUSTRIES.

No curriculum for the special preparation of teachers in trades and industries has been offered. "The college of engineering in 1917-18 offers a teacher-training curriculum with special reference to manual training and industrial arts. The course here includes, too, the regular 12 hours in education."

GENERAL REMARKS.

Certification.—"By action of the State board of education very recently taken, the requirements are as follows: Three semester hours of history of education, three semester hours of either educational psychology or principles of education, three hours of some form of school management or administration, and enough additional work in education to make a total of 12 hours. The meeting of the above is now the basis for the issuing of first-grade certificates to graduates of accredited colleges without examination."

UNIVERSITY OF ARKANSAS.

AGRICULTURE.

Nature and scope.—The four-year curriculum offers a major option in agricultural education leading to a bachelor's degree and to the certificate "licentiate of instruction." The work of the first two years is the same as for other agricultural options. The distribution of the work, exclusive of military training, is about as follows: Technical agriculture, 53 hours; science, 40 hours; cultural subjects, 19 hours; psychology and education, 24 hours; total, 136 hours.

The educational courses include general psychology, 3 hours; educational psychology, 2 hours; history of education, 3 hours; the teaching process, 2 hours; the modern high school, 2 hours; observation and the curriculum, 2 hours; and practice

teaching, 8 hours. The practice work consists of "the daily teaching for one hour in the training school" throughout the year.

Requirements for registration.—Fourteen units of high-school work and two years of collegiate work. No occupational experience is required.

Students.—Two men are enrolled in 1916-17. None graduated in 1916. Three 1916 graduates from other agricultural options are now engaged in teaching or supervision of agriculture in the schools.

Instructors.—Two instructors provide the professional instruction in education.

HOME ECONOMICS.

Nature and scope.—The regular four-year curriculum in home economics includes eight hours' work in practice teaching and sufficient elective work to allow students who are preparing to teach to carry additional courses in education sufficient to meet the requirements for the certificate "licentiate of instruction." The curriculum, with these included and physical training excluded, consists of technical home economics courses, 54 hours; science, 33 hours; cultural subjects, 18 hours; psychology, and education, 18 hours; elective, 5 hours; total, 128 hours.

The educational courses include psychology, 3 hours; history of education, 3 hours; the teaching process, 2 hours; observation and the curriculum, 2 hours; and practice teaching, 8 hours. The practice work consists in "daily teaching of home economics in the training school" throughout the year.

Requirements for registration.—Same as for agriculture.

Students.—Forty-five women are enrolled in 1916-17 for the professional courses. Eight graduated in 1916, all of whom are now engaged in teaching or supervision of home economics in the schools.

Instructors.—Same as for agriculture.

TRADES AND INDUSTRIES.

A special two-year manual training curriculum for teachers will be offered in 1917-18 for the first time. It includes technical manual arts, 32 hours; English, 6 hours; psychology and education, 24 hours. Eight hours will be devoted to practice teaching (one hour a day, actual time, throughout the year).

Two 1916 graduates of the regular engineering courses are engaged in teaching or supervising school work.

GENERAL REMARKS.

Certification.—The certificate of "licentiate of instruction" is granted by the University of Arkansas in accordance with the State school law, which reads:

"That the diploma from the teachers' training department of the University of Arkansas shall be equivalent to a teacher's professional license, which shall entitle the holder to teach in any public school in the State of Arkansas for a period of six years from and after the date of issue and at the expiration of said period such diploma may be converted into a life certificate, provided that the character of the work done by the holder thereof, and his or her moral character, shall meet with the approval of the State superintendent of public instruction of the State of Arkansas."

UNIVERSITY OF CALIFORNIA.

AGRICULTURE.

Nature and scope.—The college of agriculture offers a four-year curriculum with a major option in agricultural education. The work of the first two years is the same as for the other agricultural options. The work of the junior and senior years is largely elective, but students are expected to take, in addition to the courses in education, at least one course in each of the following divisions: Agronomy, pomology,

plant pathology, entomology, animal husbandry, dairy industry, poultry husbandry, and veterinary science. The work of the whole curriculum, with the above provisions, and excluding military and physical training, is distributed approximately as follows: Technical agriculture, 39 hours; science, 43 hours; cultural subjects, 8 hours; psychology and education, 13 hours; elective, 20 hours; total, 123 hours.

The educational courses are as follows: High school farms, gardens, and community work, 3 hours; general science and first year agriculture, 3 hours; agriculture in secondary schools, 3 hours; the practice of teaching agriculture, 4 hours. The practice teaching consists of "a five-weeks' practice course in selected high schools of the State where agriculture is taught, making of lesson plans, practice teaching, reports and conferences with supervising teacher and instructor."

Other professional courses are open for election and the institution offers graduate instruction leading to the master's degree and fulfilling the complete requirements for recommendation for certification.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work. A six-weeks' supervised practice course during the summer is required on the university farm.

Students.—Thirty-seven men and five women are registered in 1916-17 for the agricultural education option. Twenty students in this option graduated in 1916, thirteen of whom are now engaged in the teaching or supervision of agriculture in the schools.

Instructors.—One instructor provides the professional training in agricultural education.

HOME ECONOMICS.

Nature and scope.—In the college of letters and science two major options are offered in home economics, one in household art and the other in household science. A combination curriculum may be arranged upon request. The required work of the first two years, except for a few prerequisite courses, is the same as for other major options. The distribution of the work, exclusive of physical training, is about as follows: Technical home economics, 41 hours; science, 14 hours; cultural subjects, 41 hours; education, 12 hours; elective, 12 hours; total, 120 hours.

The educational courses include methods of teaching household art, 2 hours; methods of teaching household science, 2 hours; review of technique by practical problems, 1 hour; practice in teaching either household art or household science, 4 hours; and a professional course in education as a prerequisite, 3 hours. The practice-teaching course is described as follows: "The students are required to make lesson plans, which are criticized by the teacher and the instructor. The student then takes complete charge of the laboratory for a minimum of 4 hours a week for 15 weeks. She is supervised continuously by the resident teacher, and visited frequently by the instructor. This work is done in the high school and intermediate schools of San Francisco, Oakland, and Berkeley. This course satisfies the general practice-teaching requirements of the department of education, and is required of all candidates for the high-school teacher's certificate and for the special certificate in either household art or household science." Graduate work is also offered in both home economics and education.

Requirements for registration.—Fifteen units of high-school work and three years of collegiate work with major in home economics. Six weeks' supervised summer practice course is also required.

Students.—Forty-seven students are registered in 1916-17 for the training course in either household art or household science. Thirty-three graduated in 1916, of whom 23 are now engaged in teaching or supervision of home economics in the schools.

Instructors.—Two instructors provide the special instruction for the training of teachers of home economics.

TRADES AND INDUSTRIES.

No curriculum for the training of teachers in the trades and industries is now offered. The institution maintains a school of education, in which courses are open to seniors of the various colleges comprising the university.

GENERAL REMARKS.

Certification.—The California law provided that the State board of education shall prescribe general rules under which county and city boards of education may grant high-school teachers' certificates. The revised requirements briefly stated are as follows:

1. Each candidate shall have received a bachelor's degree from a standard college requiring not less than eight years of high-school and college training.

2. Each candidate shall have completed at least one year of graduate work in addition to the work required for the bachelor's degree. Such study shall pertain to at least one of the subjects in which the candidate seeks certification.

3. Each candidate shall have completed at least 15 semester hours of work in educational courses, including school management (1 hour), practice teaching (4 hours), teaching methods as applied to some special subject (maximum credit of 3 hours), and secondary education (2 hours). Candidates with at least one year's successful experience may be regarded as partially satisfying the requirement of practice teaching.

The university is authorized to recommend candidates for certification to the county and city boards of education.

COLORADO AGRICULTURAL COLLEGE.**AGRICULTURE.**

Nature and scope.—The regular four-year curriculum in agriculture provides for considerable elective work, and students desiring to become teachers are expected to elect a minimum of 16 hours' work in education. The students preparing to teach select a major option in some agricultural department after the manner of regular students. The work of the first two years is alike for all options. The distribution of the work for the whole curriculum (agronomy option), exclusive of military training, is as follows: Technical agriculture, 49 hours; science, 57 hours; cultural subjects, 24 hours; psychology and education, 16 hours; elective, 8 hours; total, 154 hours.

The educational courses recommended to meet the requirements for State certification are: Psychology, 5 hours; history of education, 5 hours; classroom management and observation in teaching, 3 hours; and practice teaching in agriculture, 3 hours. Other courses are open for election. The practice work consists of from 3 to 5 hours a week for 12 weeks of actual teaching in the school of secondary agriculture maintained by the college.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work (80 per cent grade). No occupational experience is required.

Students.—Ten men and three women are registered in 1916-17 for the work in teacher training. Fifteen students graduated with this special training in 1916. Five of these are now engaged in the teaching or supervision of agriculture in the schools.

Instructors.—Three instructors provide the professional training in education.

HOME ECONOMICS.

Nature and scope.—Students preparing to teach may follow the curriculum in domestic science or domestic art and elect the necessary professional courses in education to meet the requirements for State certification. The first two years' work in these two curricula is uniform and embraces work in both domestic science and domestic art. The work of the whole curriculum, exclusive of physical training, is

as follows: Technical home economics, 34 hours; science, 46 hours; cultural subjects, 45 hours; psychology and education, 16 hours; elective, 13 hours; total, 154 hours.

The educational courses are the same as listed under agriculture, except that the observation and practice work pertains to home economics. The practice teaching is performed in the secondary school of domestic science and is the same in extent as for agriculture.

Requirements for registration.—Same as for agriculture.

Students.—Fifty women are registered in 1916-17 for professional training in education in connection with the two curricula in home economics. Thirty graduated in 1916, of whom 20 are now engaged in teaching or supervising home economics.

Instructors.—Five instructors provide the professional training in education for students of the home economics curricula.

TRADES AND INDUSTRIES.

Nature and scope.—The teacher-training curriculum in mechanic arts, like those in agriculture and home economics, is a modification of the regular four-year curriculum leading to the bachelor's degree. The opportunity for election during the junior and senior years makes it possible to include the required amount of professional work in education to qualify for the State teacher's certificate. The required subjects in the mechanical engineering curriculum embrace a few that are not necessary in a manual arts curriculum for teachers. Provision probably may be made to substitute other courses for these. The complete curriculum, including professional courses in education and excluding military drill, embraces the following: Technical manual arts, 77 hours; science, 20 hours; cultural subjects, 30 hours; psychology and education, 16 hours; elective, 11 hours; total, 154 hours.

The professional courses in education are the same as for agriculture, except that the observation and practice work pertains to manual arts, and is provided by the secondary school of mechanic arts.

Requirements for registration.—Same as for agriculture.

Students.—Five men are registered in 1916-17 for teacher training in mechanic arts. Two were graduated in 1916, both of whom are now engaged in teaching or supervision of industrial work in the schools.

Instructors.—Two instructors provide the professional training in connection with the mechanic arts curriculum.

GENERAL REMARKS.

Certification.—The instruction provided by the college in training teachers satisfies the State certification law which requires "professional training equivalent to at least one-sixth of a standard four years' college course in at least three of the following groups of subjects, one of which shall be practice teaching, to wit:

- "1. General educational psychology.
- "2. History of education.
- "3. Science and principles of education.
- "4. Practice teaching and special methods.
- "5. Organization and management of schools.
- "6. Philosophy, sociology, and anthropology.

"State diplomas granted under the provisions of this act entitle the holders thereof to teach in the public schools of any county, city, town or district in the State without the necessity of any other examination for the period of five years, unless sooner revoked by the State board of education."

The diplomas may be renewed at the end of five years, and later may be made a life certificate.

CONNECTICUT AGRICULTURAL COLLEGE.

AGRICULTURE.

Nature and scope.—In 1916-17 a teacher-training curriculum is being offered for the first time. Students preparing to teach agriculture follow the regular four-year curriculum, electing a major option at the beginning of the junior year. Each option affords enough elective credit to enable students to carry 12 credit hours in education. With such courses included, the distribution of work in the horticulture option, exclusive of military and physical training, is as follows: Technical agriculture, 52 hours; science, 47 hours; cultural subjects, 37 hours; education, 12 hours; elective, 1 hour; total, 149 hours.

The educational courses include educational psychology, 3 hours; philosophy of education, 3 hours; principles of teaching, 3 hours; teaching of agriculture, 3 hours. Practice teaching forms a part of the last-named course. The practice work is afforded by the "school of agriculture," which offers secondary instruction in agriculture.

Requirements for registration.—Four years of high-school work and three years of collegiate work. Three months of practical farm experience.

Students.—Twenty-four students are registered in 1916-17 for professional educational work. Since this is the first year that this curriculum has been offered, no students have graduated. Two of the 1916 graduates in the regular curriculum are now engaged in teaching agriculture in the schools.

Instructors.—One instructor provides the professional training in agricultural education.

HOME ECONOMICS.

Nature and scope.—Teacher training in home economics also is being offered this year for the first time. The regular four-year curriculum, which comprises both domestic science and domestic art, includes 14 hours in education. The distribution of the work, exclusive of physical training, is as follows: Technical home economics (including 19½ hours in agricultural courses), 55 hours; science, 48½ hours; cultural subjects, 31 hours; education, 14 hours; elective, 11 hours; total, 159½ hours.

The educational courses include philosophy of education, 3 hours; principles of teaching, 3 hours; teaching home economics, 8 hours. The last-named course includes practice teaching in the "school of home economics," which includes work of a secondary grade.

Requirements for registration.—Four years of high-school work and two years of collegiate work.

Students.—Since the four-year curriculum in home economics has been introduced just recently, no students have reached the junior year, when they would be eligible for registration for the work in teacher-training.

Instructors.—Two instructors will provide the professional training for the training of teachers in home economics.

TRADES AND INDUSTRIES.

No special provision has been made for the training of teachers in manual arts, but students in the regular mechanic-arts curriculum may elect nine hours' work in education. No course in special methods, however, is provided.

GENERAL REMARKS.

Certification.—No definite cooperative relations in regard to the certification of teachers exist between the State board of education and the college. Teachers are engaged by the local communities upon the recommendation of the college.

DELAWARE COLLEGE.**GENERAL REMARKS.**

No special training curricula in either agriculture, home economics, or trades and industries are offered. Plans are being made to offer an agricultural teacher-training curriculum during the summer session.

Certification.—Under the rules of the State board of education certificates are issued, without examination, to graduates of colleges on an approved list.

UNIVERSITY OF FLORIDA.**AGRICULTURE.**

Nature and scope.—The college of agriculture, in cooperation with teachers' college; offers a major option in agricultural education. The work of the first two years is the same as in other agricultural options. The work of the whole curriculum, exclusive of military training, is distributed about as follows: Technical agriculture, 34 hours; science, 31 hours; cultural subjects, 17 hours; psychology and education, 24 hours; elective, 22 hours; total, 128 hours.

The educational courses available include methods of teaching agriculture, 1 hour; extension teaching, 2 hours; psychology, 3 hours; general methods, 3 hours; history of education, 3 hours; secondary education, 3 hours; principles and philosophy of education, 3 hours; child study, 3 hours; practice teaching, 3 hours. The practice high school, which forms a part of teachers' college, offers facilities for practice teaching.

The teachers' college also offers a four-year curriculum for the training of teachers in agriculture and leading to the degree of bachelor of science in education. This curriculum provides instruction in academic and educational courses and, during the second, third, and fourth years, provides for elective work in agriculture or other special subjects in which teaching preparation may be desired. The content of the curriculum is about the same as described above, except that at least three hours' work in a foreign language is required.

Requirements for registration (agriculture) curriculum.—Sixteen units of high-school work and two years of collegiate work.

Students.—Only one student is registered in 1916-17 for the agricultural-education option. None graduated in 1916. No information was supplied with regard to the number of students graduated or registered in the agricultural option of the educational curriculum.

Instructors.—Four instructors provide the professional training in education.

HOME ECONOMICS.

The institution offers no curriculum in home economics.

TRADES AND INDUSTRIES.

Although the institution does not claim to offer a special curriculum for the training of teachers in trades and industries, an opportunity is offered in the four-year curriculum in education to elect manual-arts courses, many of which are available and well suited to the purpose.

GENERAL REMARKS.

Certification.—"Graduates of teacher college are granted State certificates without further examination—provided that one-fifth of their work has been devoted to professional training; and provided further, that during each of the last two years of their course they make a general average of 85 in all subjects and do not fall below 75 in any subject. These State certificates are converted into life certificates in the usual way."

UNIVERSITY OF GEORGIA AND GEORGIA STATE COLLEGE OF AGRICULTURE.

AGRICULTURE.

Nature and scope.—The regular four-year curriculum leading to the bachelor's degree provides for sufficient elective work to enable students who are preparing to teach to carry the necessary professional courses in education to qualify for the teachers' professional license. The educational courses are given in the Peabody School of Education. Students preparing to teach carry the same required work as other agricultural students. At the beginning of the junior year they are required to select a major option consisting of 24 hours' work in a single department and two minor options of 12 hours each from restricted groups of subjects. The remaining 24 hours are for free elective courses, assuming that the elective work is taken in education. The complete curriculum comprises the following: Technical agriculture, 60 hours; science, 42 hours; cultural subjects, 24 hours; psychology and education, 24 hours; total, 150 hours.

The professional courses necessary to meet the requirements for certification are: Elementary psychology, 4 hours; educational psychology, 2 hours; history of education, 6 hours; principles of rural life and education, 4 hours; the teaching of agriculture, 2 hours; philosophy of education, 3 hours; administration of education in a democracy, 3 hours. The two courses in psychology are prerequisite to the courses in education. Provision is made for observation and teaching in the high school of Athens, with visits to other high schools of the State.

Requirements for registration.—Fourteen units of high-school work and two years of collegiate work.

Students.—Thirty men are registered in 1916-17 for the agricultural teacher-training curriculum. Six students who carried courses in education graduated in 1916. All of these are now engaged in teaching or supervision of agriculture in the schools.

Instructors.—Five instructors provide the professional training in education.

GENERAL REMARKS.

The institution offers no curricula pertaining to either home economics or trades and industries.

Certification.—"A graduate of an approved (14-unit) college who has included in his college courses three courses in education of three hours each throughout a college year or the equivalent (18 semester hours) will be eligible for a professional license good for three years in any grade of educational work and renewable thereafter indefinitely, the renewal based on successful experience and an examination on the State reading course for the year."

UNIVERSITY OF IDAHO.

AGRICULTURE.

Nature and scope.—Students preparing to teach may take the regular four-year curriculum leading to the bachelor's degree and elect the necessary work (16 hours) in education to meet the requirements for certification. Four major options are available in the four-year curriculum, specialization commencing with the junior year. The distribution of the work, in the farm-crops option, exclusive of military training, is as follows: Technical agriculture, 50 hours; science, 43 hours; cultural subjects, 10 hours; psychology and education, 16 hours; elective, 6 hours; total, 134 hours.

Many educational courses are available, but the following are usually recommended: Social and moral education, 3 hours; history of modern education, 3 hours; principles of teaching, 3 hours; schoolroom management, 2 hours; methods

of teaching agriculture, 3 hours; observation and teaching, 2 hours. Observation and practice teaching consists of one semester's work in the local public schools.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work. At least one summer's work on an approved farm required for graduation.

Students.—Ten men are registered in 1916-17 for the professional work in education in connection with the agricultural curriculum. Six students with professional instruction graduated in 1916, all of whom are now engaged in the teaching or supervision of agriculture in the schools. Two 1916 agricultural graduates without professional training are also engaged in teaching or supervisory work.

Instructors.—Three instructors provide the professional training in education.

HOME ECONOMICS.

Nature and scope.—The regular four-year curriculum in home economics affords opportunity for students preparing to teach to carry as electives the professional courses in education necessary for certification. The work in such a schedule, excluding physical training, would consist of technical home economics, 37 hours; science, 27 hours; cultural subjects, 24 hours; education, 16 hours; elective, 20 hours; total, 124 hours.

The educational courses are the same as listed under agriculture, except that the courses in methods and practice teaching relate to home economics.

Requirements for registration.—Fifteen units of high-school work and three years of collegiate work.

Students.—Five women are registered in 1916-17 for the professional courses in education. Five were graduated with professional training in 1916, all of whom are now engaged in teaching or supervision.

Instructors.—Three instructors provide the professional training in education to students in home economics.

TRADES AND INDUSTRIES.

No curriculum for the training of teachers in the trades and industries is offered at the present time.

GENERAL REMARKS.

Certification.—"No one may legally teach in the schools of Idaho without a proper certificate. Students who complete the curriculum in education, on recommendation of the faculty of the university, receive from the State board of education a State certificate, which authorizes the holder to teach in any of the schools of the State.

"A student who has completed two or more years of university work, including 10 credits in the department of education, may be recommended to the State board of education for a provisional teacher's certificate, which is good for two years.

"The State board may issue specialists' State certificates to teachers of special subjects, as manual training, etc., but an applicant must have completed at least a two-year course in his specialty and must have academic preparation equal or superior to graduation from an approved high school."

UNIVERSITY OF ILLINOIS.

AGRICULTURE.

Nature and scope.—The regular four-year curriculum permits of elective work sufficient to carry the necessary work in education to meet the requirements for certification. The institution, however, recommends groups of courses from which a satisfactory schedule may be prepared. In either case the distribution of the work, exclusive of military and physical training, is about as follows: Technical agriculture, 59 hours; science, 32 hours; cultural subjects, 20 hours; education, 12 hours; total,

123 hours. The regular four-year curriculum requires 59 hours in agriculture, 50 in nonagriculture, and 14 free elective. It may be seen, therefore, that the amount of work in science may be increased at the expense of cultural subjects.

The educational courses required for recommendation for county certification are: Introduction to education, 4 hours; principles of high-school education, 3 hours; principles and methods of high-school agriculture, 5 hours. Many other education courses, including history of education, vocational education, principles of education, educational psychology, and educational administration, are available. Practice teaching is not required, but is available "through cooperation with the local high school."

Requirements for registration.—Fifteen units of high-school work and at least two years of collegiate work.

Students.—Thirty men and two women are registered in 1916-17 for the professional training courses. Thirty-seven students, with professional training, were graduated in 1916. Twenty-six of these are now engaged in the teaching or supervision of agriculture in the schools. Eight regular 1916 graduates in agriculture are also engaged in such work.

Instructors.—At least two instructors contribute to the professional training of agricultural teachers.

HOME ECONOMICS.

The regular four-year curriculum in home economics requires in addition to physical training 29 hours of technical home economics (including art and design); 30 hours of science; 31 hours of cultural subjects; and 37 hours of elective work. Abundant opportunity, therefore, is offered for professional training in education. The institution presents a suggested curriculum including the following: Technical home economics (including art and design), 38 hours; science, 25 hours; cultural subjects, 33 hours; education, 10 hours; elective, 16 hours; total, 127 hours.

The institution's educational courses include introduction to education, 4 hours; technique of teaching, 3 hours; teachers' course in home economics, 3 hours. Practice teaching is not required, but is available "through cooperation with the local high school."

Requirements for registration.—Fifteen units of high-school work and three years of collegiate work.

Students.—Seventy-eight women are registered for professional training in 1916-17. Thirty-six students with professional training graduated in 1916. Thirty of these are now engaged either in teaching or supervision.

Instructors.—Three instructors provide the professional training for home economics students.

TRADES AND INDUSTRIES.

The institution offers no curriculum for the training of teachers in trades and industries except during the summer session when several manual training courses are offered, including industrial education, 2½ hours; woodworking, 3 hours; drafting, 4 hours; descriptive geometry, 4 hours; pattern shop, 3 hours; art metal work, 2½ hours; jewelry, 2½ hours.

GENERAL REMARKS.

Certification.—The university committee on appointment of teachers recommends qualified graduates for positions as teachers or supervisors in public schools and technical schools in response to requests from school authorities. The requirements for recommendation, briefly stated, are (a) an average grade of 85 per cent in the courses constituting the major subject or the principal subject which the candidate wishes to teach; (b) the satisfactory completion of the following educational courses: Introduction to education, 4 hours; observation and technics of teaching, 8 hours.

County high-school certificates are granted upon examination by county superintendents and State high-school certificates upon examination by the State superintendent. The new certification law provides for certification without examination as here stated: "At the option of the county superintendent, a high-school certificate may be issued without examination to graduates of a recognized normal school, college, or university who present within three years after graduation certified credits in English, pedagogy, and six high-school subjects (chosen from a list published by the examining board) and accompanied by faculty recommendations of ability to teach in the school." (Section 6.)

PURDUE UNIVERSITY.

AGRICULTURE.

Nature and scope.—Agricultural education constitutes one of the major options of the regular four-year agricultural curriculum leading to the bachelor's degree. Except for one course the work of the first two years is alike for all major options. The distribution of the work, exclusive of military drill, is as follows: Technical agriculture, 77 hours; science, 42 hours; cultural subjects, 24 hours; psychology and education, 20 hours; total, 163 hours.

The educational courses include general and educational psychology, 6 hours; history and principles of education, 3 hours; principles and methods of teaching, 3 hours, and additional observation assignments; school organization and school management, 3 hours. The last-mentioned course includes special methods in agriculture with practice teaching. "The practice teaching consists of two hours' actual teaching experience per week for eight weeks, each semester, making a total of 32 hours teaching time. Each student has complete charge of his class and is responsible to the superintendent of the local schools and to the supervisor in charge." Among the science courses is one in entomology, especially adapted for teachers.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work.

Students.—Thirty-five men are registered in 1916-17 for the agricultural education option. Eighteen graduated from this option in 1916. Twelve of these are now engaged in teaching or supervisory work. Two graduates from other options are also engaged in school work.

Instructors.—Three instructors provide the professional training in education.

HOME ECONOMICS.

Nature and scope.—Students preparing to teach take the home economics option of the general science curriculum. This option includes the necessary professional courses to meet the requirements of certification. The distribution of the work, exclusive of physical training, is as follows: Technical home economics, including drawing, 40 hours; science, 30 hours; cultural subjects, 66 hours; psychology and education, 20 hours; total, 156 hours.

The professional training is the same as indicated under agriculture, except that the work in methods, observation, and practice relate to home economics.

Requirements for registration.—Fifteen units of high-school work and at least one year of collegiate work.

Students.—For the home economics option, including education, 151 students are registered in 1916-17; 27 graduated in 1916; 20 of these are now engaged in the teaching or supervision of school work.

Instructors.—Four instructors provide the professional training for home economics teachers.

TRADES AND INDUSTRIES.

No curriculum is offered for the preparation of teachers in trades and industries, except during the summer session. Students in the general science curriculum may select the teacher-training option and elect courses in practical mechanics.

GENERAL REMARKS.

Certification.—"The work of the department of education has been regularly approved by the State board of education, and Purdue University has been accredited as a standard college for the preparation of teachers in accordance with the Indiana school law of 1907."

IOWA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS.**AGRICULTURE.**

Nature and scope.—The regular four-year curriculum in agriculture, leading to the bachelor's degree, offers a major option in agricultural education. The work of the first year is the same as for other options. The curriculum embraces the following: Technical agriculture, 40 hours; science, 30 hours; cultural subjects, 20 hours; psychology and education, 20 hours; elective, 30 hours; total, 140 hours. "Of the elective work it is customary to require about 20 hours in agriculture."

The professional courses required are: Psychology, 3 hours; educational psychology, 3 hours; methods of teaching (technique of recitation), 2 hours; principles of education, 2 hours; special methods of teaching agriculture and practice teaching, 6 hours. The remaining four hours' work may be selected from the other listed courses in education, such as educational history, 2 or 4 hours; development of the industrial high school, 2 hours; the present-day high school, 2 hours; school administration and supervision, 2 or 4 hours. "Each student must teach at least 36 lessons, equaling one lesson per week throughout the year. As a matter of fact, however, the lessons are taught consecutively for two or three weeks at different times during the year. All teaching is under careful supervision and direction. It is preceded by a definite plan and followed by criticisms."

Requirements for registration.—Fifteen units of high-school work and one year of collegiate work. Six months of practical farm experience is required for graduation.

Students.—Twenty men are registered in 1916-17 for the agricultural education option. Eleven graduated from this option in 1916. All of these are now engaged in school work. Two 1916 graduates from other options are also engaged in school work.

Instructors.—Three instructors provide the professional training for agricultural teachers. "All have had extended public-school experience and special training."

HOME ECONOMICS.

Nature and scope.—The teachers' curriculum in home economics follows the same general plan as that in agriculture, including technical home economics, 40 hours; science, 40 hours; cultural subjects, 20 hours; psychology and education, 20 hours; elective, 20 hours; total, 140 hours.

"The general plan of the work in education is the same as described for agriculture. The amount of practice teaching is just a little less this year because of limited facilities. We hope to bring the practice teaching up, however, to a minimum of 36 actual periods."

Requirements for registration.—Fifteen high-school units and one year of collegiate work.

Students.—One hundred home economics students are registered in 1916-17 for the professional work in education. Seventy-five graduated with professional training in 1916. Sixty-seven of these are now engaged in school work.

Instructors.—Six instructors provide the professional training for home economics teachers. "All have had public school experience and special training."

TRADES AND INDUSTRIES.

The teacher training curriculum for trades and industries is just in the process of development, so that a definite statement concerning its scope can not be given at the present time.

"We are planning now to have evening schools established in three or four different points in the State, naturally in the larger industrial centers. At these points training will be given in the following subjects: Trade mathematics, trade drawing, English, civics, industrial education, practice teaching, and class management, and possibly physiology and hygiene. Men admitted to these courses will be experienced tradesmen who desire to teach."

GENERAL REMARKS.

"Two new teacher courses will appear in the 1917-18 catalogue: (1) A course in agriculture and manual training, and (2) a course in home economics and agriculture. These will be helpful in preparing for consolidated schools and for the smaller towns."

Certification.—"In accordance with the law passed by the thirty-first general assembly, the State board of educational examiners will grant five-year first-grade State certificates to graduates of the Iowa State College who have completed the following work:

1. "Psychology, 6 semester hours.
2. "Education, 14 semester hours.
 - (a) "Principles and science of education. Limited to 8 semester hours.
 - (b) "History of education. Limited to 8 semester hours.
 - (c) "General and special methods of teaching. Limited to 4 semester hours.
Two hours of general methods must be taken in the department of education.
 - (d) "Electives, subject to the approval of the department of agricultural education.

"The first-grade certificate is subject to renewal and life validation."

KANSAS STATE AGRICULTURAL COLLEGE.

AGRICULTURE.

Nature and scope.—This institution has recently modified its curricula and changed from the three-term plan to the semester basis. "By the selection of proper electives in the department of education, the four-year curriculum in agriculture may not only lead to the degree of bachelor of science in agriculture, but at the same time qualify the student for the three-year Kansas State teacher's certificate, renewable for life and valid in any high school or any public school in the State. A student desiring to qualify for teaching should begin his professional preparation by electing psychology, first semester, junior year. A total of 18 semester credits in the department of education is required for this certificate." The distribution of the work, with education included, is as follows: Technical agriculture, 55 hours; science, 43 hours; cultural subjects (social science), 12 hours; psychology and education, 18 hours; elective, 4 hours; total, 132 hours.

The required work in education includes the following three-hour courses: Psychology, educational psychology, history of education, educational administration, agricultural education, and practice teaching. In the practice teaching course "approved students are put in charge of regular classes in the 'school of agriculture.' The work is supervised by a member of the department of education and by the regular class teacher. Both teachers criticize lesson plans and presentation. Students do practice teaching in the subjects which they expect to teach as far as circumstances permit."

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work. Six months' approved farm experience required for graduation.

Students.—Forty men are registered in 1916 for special training in agricultural education. Twenty graduated with State certificates in 1916. All of these are now engaged in teaching or supervising. Seventeen of the 1916 graduates from the regular curriculum are also engaged in school work.

Instructors.—Three instructors provide the special training for agricultural teachers.

HOME ECONOMICS.

Nature and scope.—The regular four-year curriculum, which combines household art and household science, provides for sufficient elective work to include all the educational work required for the State teacher's certificate. The distribution of the work, exclusive of physical training, is as follows: Technical home economics (including art design, drawing, gardening, etc.), 40 hours; science, 33 hours; cultural subjects, 34 hours; psychology and education, 18 hours; elective, 9 hours; total, 134 hours.

The educational courses include psychology, 3 hours; educational psychology, 3 hours; history of education, 3 hours; educational administration, 3 hours; home economics education, 2 hours; methods in teaching home economics, 2 hours; observation and practice teaching, 2 hours. The course in methods "discusses the place of home economics in modern education and the aims and phases of work in the various types of schools. The organization, maintenance, equipment, and supervision of such departments are also treated."

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work.

Students.—For the educational work in home economics 185 women are registered. The graduates with certificates in 1916 numbered 101; 70 of these are now engaged in teaching or supervising school work.

Instructors.—Four instructors provide the professional training for home economics teachers.

TRADES AND INDUSTRIES.

No separate curriculum is offered for the training of teachers in trades and industries, "but 18 hours of education provide prospective teachers with valid certificates for use in this field."

GENERAL REMARKS.

Certification.—"A minimum of 27 credit hours (18 semester hours) is required in this department (education) for the State teacher's certificate."

STATE UNIVERSITY OF KENTUCKY.

AGRICULTURE.

Nature and scope.—The regular four-year curriculum leading to the bachelor's degree permits of sufficient elective work to carry the educational courses necessary to qualify for the State teacher's certificate. Beginning with the junior year, candidates are expected to specialize in a major subject. A large part of the work during the last two years is elective. Assuming that a student specializes in agronomy and carries the required work for a major in that subject and that in addition he elects the necessary amount of work in education to meet the requirements for certification, the distribution of the work of the whole curriculum, exclusive of military and physical training, is about as follows: Technical agriculture, 61 hours; science, 40 hours; cultural subjects, 13 hours; education, 16 hours; total, 130 hours.

The more important educational courses available are: Agricultural education, 3 hours; administration and supervision of rural education, 3 hours; psychology, 6 hours; educational psychology, 3 hours; methods and aims of study, 3 hours; prin-

ciples of education, 3 hours; technique of teaching, 3 hours; history of education, 3 or 6 hours; and principles of secondary education, 3 hours. The course in technique includes "a discussing of method with observation and practice teaching." The course in agricultural education consists of "lectures, assigned reading, reports, and discussions on the principles underlying the organization and teaching of agriculture in elementary and high schools."

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work.

Students.—Seven men are registered in 1916-17 for the special work in agricultural education. One graduated in 1916. Four of the 1916 graduates without special training are now engaged in teaching or supervising.

Instructors.—At least two instructors provide the professional training for agricultural teachers.

HOME ECONOMICS.

Nature and scope.—Two four-year curricula leading to the bachelor's degree are offered. One of these offers major work in food and nutrition and the other in textiles and clothing. Either one includes enough work in psychology and education to meet the requirements for certification. The distribution of the work of the whole curriculum, exclusive of physical training, is as follows: Technical home economics, 51 hours; science, 32 hours; cultural subjects, 24 hours; education, 16 hours; elective, 11 hours; total, 134 hours.

The required educational courses are: Psychology, 6 hours; principles of education, 3 hours; technique of teaching (practice), 3 hours; methods of teaching home economics, 4 hours. The practice work is described as follows: "Students required to teach one afternoon a week in senior year. A course of study and lesson plans must be submitted as frequently as possible. Home economics teachers observe the students; reports are sent in by officials of the school; and the home economics college keeps in touch with the student's teaching. The classes taught are in high schools in near-by towns, in county high schools, two-room rural schools, high schools and elementary schools of Lexington. Observations one day a week in local or near-by schools are made and reported on."

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work.

Students.—Seven women are registered in 1916-17. No students graduated with professional training in 1916.

Instructors.—Three instructors provide the special training for home economics teachers.

TRADES AND INDUSTRIES.

No curriculum is offered for the training of teachers in trades and industries.

GENERAL REMARKS.

Certification.—A bachelor's degree in education, "with the approval of the State superintendent of public instruction, entitles the holder to teach in any of the common schools and high schools of the Commonwealth without further examination during life or good behavior."

LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE.

AGRICULTURE.

Nature and scope.—The college of agriculture, through cooperation with the teachers college, offers a teachers' course in agriculture. The distribution of the work is as follows: Technical agriculture, 43 hours; science, 32 hours; cultural subjects, 12 hours; psychology and education, 18 hours; elective, 31 hours; total, 136 hours.

The prescribed educational courses are as follows: Educational psychology, 6 hours; history of education, 3 hours; secondary education, 6 hours; practice teaching, 3 hours. There is no course in methods of teaching agriculture, except a three-hour course in the elements of horticulture for teachers. This pertains especially to nature study and school gardening. The university maintains a demonstration high school where opportunity is afforded for practice teaching and observation.

Requirements for registration.—Fourteen high-school units and two years of collegiate work.

Students.—"It is seldom that a student registers in this course. The average boy, no matter from where he may come, on entering college has no more idea of teaching than of sprouting wings. The reason is plain—a teacher may work always and never get a salary worth while. The field does not promise enough. A number of graduates fall into teaching because at the time it offers a little more ready money than anything else in sight. It is seldom that the work is selected as a life career." Nine 1916 graduates from the regular four-year college course are now engaged in teaching agriculture.

Instructors.—Two instructors provide the special training in education.

HOME ECONOMICS.

Nature and scope.—Students preparing to teach may elect home economics as their special subject in the arts and science curriculum and elect sufficient work in education to meet the requirements for recommendation by teachers college. The distribution of the work of such a curriculum is about as follows: Technical home economics, 30 hours; science, 24 hours; cultural subjects, 36 hours; psychology and education, 20 hours; elective, 36 hours, total 136 hours.

The prescribed educational courses are as follows: Educational psychology, 6 hours; history of modern education, 3 hours; secondary education, 6 hours; practice teaching, 3 hours; methods of teaching home economics, 2 hours. Practice teaching is provided by the demonstration high school which is maintained for the purpose.

Requirements for registration.—Fourteen units of high-school work and two years of collegiate work.

Students.—The home economics department has just been established, and no students have yet registered for teacher training work.

Instructors.—At least three instructors will provide the instruction in educational courses.

TRADES AND INDUSTRIES.

No teacher training curriculum is offered in trades and industries.

GENERAL REMARKS.

Certification.—Diplomas conferred upon graduates of the department of philosophy and education of the Louisiana State University and Agricultural and Mechanical College shall entitle the holders to a first-class certificate valid anywhere in the State for a period of four years, and it is renewable.

UNIVERSITY OF MAINE.

AGRICULTURE.

Nature and scope.—Students in the regular four-year agricultural curriculum, at the beginning of the junior year, are required to elect a major option in one of the main branches of agriculture. In each option considerable opportunity is given for election and students preparing to teach are expected to elect educational courses. "If necessary, required courses in the general major are dropped to accommodate students taking educational courses." Assuming that the same amount of psychology and education is required for special agricultural teachers as is required for secondary

teachers in general, the distribution of the work (in the agronomy option) is about as follows: Technical agriculture, 51 hours; science, 52 hours; cultural subjects, 20 hours; psychology and education, 19 hours; elective, 4 hours; total, 146 hours.

The educational courses necessary to secure the professional secondary certificate are the following: Psychology, 6 hours; history of education, 3 hours; secondary education, 3 hours; technique of teaching, 3 hours; methods of teaching agriculture, 2 hours; practice teaching, 2 hours. The work in practice teaching covers three hours' actual time per week for one-half year, making a total of 54 hours. The work is done in the local high school and is under the direction of both the department of education and the agricultural department concerned.

Requirements for registration.—Fourteen and one-half units of high-school work and two years of collegiate work. Students who are not proficient in practical farm operations are required to spend at least one summer vacation on an approved farm.

Students.—Five men and one woman are registered for professional training in agricultural education. Three men graduated in this work in 1916, all of whom are now engaged in teaching or supervision of school work in agriculture. Eight of the regular 1916 graduates are also engaged in teaching agriculture.

Instructors.—At least two instructors provide the professional training for agricultural teachers.

HOME ECONOMICS.

Nature and scope.—There is but one prescribed four-year curriculum in home economics. All students, therefore, take the same schedule in which there is opportunity for elective work to the extent of 18 hours. A six-hour course in psychology is included in the prescribed work. The distribution of the work of the whole curriculum is about as follows: Technical home economics, 47 hours; science, 39 hours; cultural subjects, 39 hours; psychology and education, 15 hours; elective, 6 hours; total, 146 hours. To qualify for the teacher's certificate 5 hours' additional work in education is necessary. The educational courses are about the same as for agriculture, except that methods of teaching home economics is substituted for methods of teaching agriculture. The practice teaching is under the direction of the department of home economics in cooperation with the department of education.

Requirements for registration.—Same as for agriculture.

Students.—In 1916-17 sixty-five women are registered for special educational work in connection with the home economics curriculum. Three students graduated in 1916, all of whom are now teaching home economics.

Instructors.—Two instructors provide the special instruction for the training of teachers in home economics.

TRADES AND INDUSTRIES.

No teacher-training curriculum is offered for the preparation of teachers in trades and industries.

GENERAL REMARKS.

Certification.—“The college of arts and sciences of the University of Maine has arranged a program for the professional training of secondary school-teachers which will entitle those who complete it to a professional State certificate for secondary school-teachers. The program has been arranged in conference with the State superintendent of public schools and has his indorsement.

“In addition to fulfilling the general requirements leading to the degree of bachelor of arts, the student is required to complete 6 hours in psychology in the sophomore year as a prerequisite to 12 hours' work in education in the junior and senior years, 30 hours in a major subject, and from 10 to 20 hours in a minor subject. The prescribed work in education includes three hours in the history of education, 3 hours in the principles of secondary education, 8 hours in technique of teaching, and 3 hours to be

elected from the three following subjects: Adolescence, pedagogy and psychology of high-school subjects, and practice teaching.

"For the completion of this course a high standard of scholarship is required. All the prescribed work must be of 'C' grade or above. Upon completing this course the student will receive a professional secondary certificate from the State department of public instruction which will designate the major and minor subjects which he has pursued. A special certificate will also be issued by the university which will give a detailed outline of the student's record."

"No special arrangement has yet been made with the department of education concerning teacher training in the college of agriculture. Negotiations are, however, under way and we hope to arrive at a satisfactory understanding. The program outlined for students in the college of arts and sciences in work including education and philosophy would be an impossible one for students in the college of agriculture, chiefly because of a lack of time."

MARYLAND STATE COLLEGE OF AGRICULTURE.

AGRICULTURE.

Nature and scope.—This institution offers as one of the major options in agriculture a four-year curriculum in agricultural education leading to the B. S. degree. The first two years' work is the same as that of the other agricultural options. The distribution of the work of the whole curriculum, exclusive of military training, is as follows: Technical agriculture, 72 hours; science, 51½ hours; cultural subjects, 58½ hours; psychology and education, 18 hours; total, 200 hours. The work is largely prescribed.

The educational courses include psychology, 3½ hours; history of education, 2½ hours; principles of education, 2½ hours; secondary school agriculture, 2½ hours; organization and materials, 2½ hours; rural organization, 2½ hours; research and thesis, 1½ hours. The course in secondary school agriculture "involves a study of the recitation in its parts, the methods of conducting and the function of laboratory, shop, and field exercises, and the correlation of these with other subjects." Practice teaching is conducted in connection with the two-year secondary curriculum in agriculture.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work. Eight weeks of actual farm work on approved farms is a requirement for graduation.

Students.—Seventeen students are registered in 1916-17 for teacher training in agriculture. Three graduated with professional training in 1916. Two of these are now engaged in teaching.

Instructors.—Two instructors provide the instruction in education.

HOME ECONOMICS.

The institution offers no curriculum in home economics, except in the summer school.

TRADES AND INDUSTRIES.

Nature and scope.—A special four-year curriculum leading to the B. S. degree is offered for the training of teachers in mechanic arts and is known as the "engineering education course." The work of the first two years is very similar to that of the other engineering courses. The distribution of the work of the whole curriculum, exclusive of military training, is as follows: Technical manual arts, 88 hours; science, 20 hours; cultural subjects, 78 hours; psychology and education, 14 hours; total, 200 hours. The work is largely prescribed.

The educational courses are the same as listed under agriculture, except that the course in rural organization is not required and that the subject matter in the secondary school course pertains chiefly to manual training.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work.

Students.—One student is registered in 1916-17 for teacher training in manual arts.

Instructors.—Two instructors provide the special instruction in education.

GENERAL REMARKS.

Certification.—"Any graduate of a department of pedagogy of any reputable college or university, approved by the State board of education, shall be entitled to teach in public elementary or high school without examination."

MASSACHUSETTS AGRICULTURAL COLLEGE.

AGRICULTURE.

Nature and scope.—Agricultural education is one of the major options in the four-year curriculum. In general, it must be elected at or before the close of the sophomore year. During the junior year the work in education and agricultural science is under the immediate and rather strict control of the major adviser. During the senior year more latitude is allowed the individual students who may be looking forward to teaching different aspects of agriculture or agricultural science. Aside from military drill and physical training, 58 credit hours are required in the freshman and sophomore years. A schedule embracing 30 credit hours is presented for juniors and seniors under a rather strict supervision by the major adviser. Since the total requirement for graduation is 136½¹ credit hours, there remains 48½ credit hours for rather free election on the part of individual students. A student majoring in agricultural education is required to take one or two courses in as many departments of agricultural science as his schedule will permit. He is also advised to specialize in some one department in so far as the schedule will permit. The normal distribution of the work of the whole curriculum for students electing agricultural education as major would be about as follows: Technical agriculture, 50½ credit hours; general science, 39½ credit hours; purely cultural subjects, 33½ credit hours; professional subjects in the department of agricultural education, 13½ credit hours.

The courses in agricultural education include educational psychology; history and theory of education; principles and methods of teaching, with special emphasis upon the teaching of agriculture. With regard to practice teaching, the following statement is copied from the special report received: "We are just introducing a systematic scheme of practice-teaching. A little practice-teaching has been done by a few of our students in the past, but no requirement has been made. This year we are endeavoring to systematize it and get it on a basis of a term's work for credit. We hope in the near future to make it a prerequisite for recommendation for the State teacher's certificate in State-aided high schools. At present we are working in cooperation with two near-by schools in which four different students are now serving as apprentices. We hope to extend this until we shall be able to take care of a goodly number of our students who are looking forward to teaching as a business."

Requirements for registration.—Fourteen units of high-school work and two years of collegiate work.

Students.—Twenty-nine men and three women are enrolled in 1916-17 for the agricultural education option. Eleven graduated in 1916, of whom eight are now teaching. Four 1916 graduates from other options are also engaged in teaching.

Instructors.—One instructor furnishes the special professional instruction in agricultural education.

¹ Since the college requirements for graduation are based upon term hours, and since they have been reduced to semester hour equivalents, fractions are unavoidable.

GENERAL REMARKS.

No curricula are offered in either home economics or mechanic arts. Therefore, no attempt has been made to prepare teachers in these subjects.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

"The courses of study offered by the Massachusetts Institute of Technology do not prepare instructors for the teaching of agriculture, home economics, or trades and industries."

MICHIGAN AGRICULTURAL COLLEGE.**AGRICULTURE.**

Nature and scope.—Students preparing to teach agriculture take one of the regular major options of the four-year curriculum, any one of which allows for election to the extent of 50 hours during the junior and senior years. This gives abundant opportunity for the choice of the necessary professional educational courses to qualify for the State teacher's certificate and, at the same time, for a well-balanced technical schedule. The distribution of the work is about as follows: Technical agriculture, 50 hours; science, 44½ hours; cultural subjects, 15½ hours; educational courses, 10 hours; elective, 40 hours; total, 160 hours.

The educational courses required for certification call for 10 hours' work and are as follows: Psychology, 3½ hours; science of education, 3½ hours; and agricultural pedagogy, 3½ hours. "Many of the students preparing to teach have an opportunity for practice teaching in charge of classes in our short-course school for farmers. All are required to take some work in observation in the public schools where agriculture is taught."

Requirements for registration.—Fifteen high-school units and three years of collegiate work. An approved amount of experience in farm practice is necessary for graduation.

Students.—For professional educational courses 125 students are registered in 1916-17; 90 graduated in 1916, of whom 50 are now engaged in teaching.

Instructors.—Two instructors are engaged in furnishing the instruction in the educational courses.

HOME ECONOMICS.

Nature and scope.—The same general arrangement is provided for teacher training in home economics as in agriculture. The distribution of the work is as follows: Technical home economics, 60 hours; science, 40 hours; cultural, 26½ hours; educational, 10 hours; elective, 23½ hours; total, 160 hours.

The educational courses include psychology, science of education, and history of education. Opportunity is given for practice teaching and observation in the local schools.

Requirements for registration.—Same as for agriculture, except that no occupational experience is required.

Students.—For the educational courses, 60 women are registered in 1916-17; 57 graduated in 1916; of whom 45 are now engaged in teaching.

Instructors.—Same as for agriculture.

TRADES AND INDUSTRIES.

"We do not give direct instruction in training men and women for teachers of trades and industries; that is, for trade schools, but each year we place engineering and home economics graduates in the various trade schools of the State."

GENERAL REMARKS.

Certification.—In accordance with an act of the legislature, the State board of education has granted the right of certification to the Michigan Agricultural College.

Such graduates as take one year's work (10 hours) in education are eligible to receive the State certificate on recommendation of the faculty.

UNIVERSITY OF MINNESOTA.

AGRICULTURE.

Nature and scope.—Agricultural education is one of the major options of the regular four-year curriculum in agriculture. The first year's work is the same as for the other options. The total number of hours required for graduation is 144. They are distributed about as follows: Technical agriculture, 65 hours; science, 30 hours; cultural subjects, 24 hours; educational courses, 15 hours; elective, 9 hours.

The required courses in education are as follows: Principles of industrial education, 3 hours; industrial education, 3 hours; methods of teaching high-school agriculture, 3 hours; teaching, 3 hours; organization and management, 3 hours. Among the agricultural courses is one on home and school gardening as applied to secondary schools. The college of education also offers a number of other educational courses that are open for election by agricultural students. Practice teaching forms a part of the course in teaching which is described as follows: "Observation of regular classes, interpretation of class practices; preparation of lesson plans and actual teaching of classes under careful supervision in recitation and laboratory; criticism and discussion of plans, methods, and results of student's teaching." The teaching is done either in the university secondary school of agriculture or in the local public schools.

Requirements for registration.—Fifteen units of high-school work, one year of collegiate work, and a working knowledge of farm operations.

Students.—For the agricultural education option, 40 men are registered in 1916-17; 31 students in the agricultural education option graduated in 1916, of whom 25 are now engaged in teaching.

Instructors.—Three instructors provide the special instruction in education.

HOME ECONOMICS.

Nature and scope.—The four-year curriculum in home economics offers a major option for those who are preparing for teaching. The distribution of the work of the complete curriculum is about as follows: Technical home economics courses, 42 hours; general science courses, 27 hours; cultural courses, 24 hours; psychology and education, 19 hours; elective, 20 hours; total, 132 hours.

The educational courses include elements of psychology, 3 hours; principles of industrial education, 3 hours; history of education, 3 hours; methods of teaching home economics, 5 hours; observation and teaching, 5 hours. The course in observation and teaching comprises observation of teaching in regular classes, criticism and discussion of class practice, lesson plans, methods, results, and examinations; preparation of lesson plans, and directed teaching of foods, cookery, home management, textiles and clothing. Each student is required to devote 6 hours per week for 12 weeks in actual observation and practice teaching in the local schools. A grade of C (81-87 per cent) in certain prerequisite courses is necessary for registration in the course in observation and teaching.

Requirements for registration.—Fifteen high-school units, junior collegiate standing, and a grade of C in certain prerequisite courses are required for registration in the teacher's option.

Students.—For the teacher's option in home economics, 132 women are registered in 1916-17; 38 graduated in 1916, of whom 33 are now teaching.

Instructors.—Three instructors and six critics provide the special instruction in education.

TRADES AND INDUSTRIES.

No special curriculum for the training of teachers for the trades and industries is offered. The college of agriculture and the college of education, however, offer a modified agriculture education curriculum which includes a 12-hour manual training course, a 6-hour course, a 3-hour course in mechanical drawing, a 6-hour course in industrial education, and a 3-hour course in methods and administration of manual training. The remainder of the curriculum is composed of agricultural courses in smaller proportions and of science and cultural subjects in about the same proportion as in the regular agricultural education option.

GENERAL REMARKS.

Certification.—"The University State teacher's certificate is granted to graduates of the college of agriculture who have met the requirements of the college of education in approved professional courses.

"The industrial certificate, which all Minnesota high-school teachers of agriculture or home economics are required to have, is granted by the State department of education to graduates of the college of agriculture who are recommended by the college and who have completed the professional training required by the regulations of the State department of education for special teachers in agriculture or home economics."

MISSISSIPPI AGRICULTURAL AND MECHANICAL COLLEGE.

AGRICULTURE.

Nature and scope.—A special four-year curriculum leading to the B. S. degree is offered by the school of industrial education, which is one of the major divisions of the college. The distribution of the work, exclusive of military and physical training, is as follows: Technical agriculture, 44½ hours¹; science, 30½ hours; cultural subjects, 114½ hours; psychology and education, 26½ hours; total, 216½ hours. Since students are admitted with only 10 units of high-school work, much of the work under the head of cultural subjects includes English, history and mathematics of high-school grade. After deducting the first two years' work in these subjects, there remain 68 hours, which is still a relatively high proportion. Ten hours are devoted to sociology, logic, and ethics.

The educational courses include psychology, 6½ hours; history of education, 3½ hours; the educative process, 3½ hours; classroom management, 3½ hours; rural and high schools, 4 hours; special methods and practice teaching, 6 hours. In the last-named course "each student will be expected to do some practice teaching in application of the most approved method to primary, intermediate, and high-school subjects. Two hours' actual time a week throughout the junior year will be devoted to practical work vitally connected with teaching and school gardening. It will consist of seed selection and germination, soil preparation and fertilizers for gardens, study of the plant, garden pests, laying out garden plats for schools, hot beds, etc."

Requirements for registration.—Ten units of high-school work.

Students.—No information supplied.

Instructors.—Two instructors provide the special training in education.

HOME ECONOMICS.

No curriculum in home economics is offered.

TRADES AND INDUSTRIES.

Nature and scope.—The teacher-training curriculum in mechanic arts covers four years and leads to the degree of B. S. It is given in the school of industrial education, and, except that the technical courses relate to manual arts, it is very similar to that

¹ The reduction of "term hours" to "semester hours" equivalents necessitates the use of fractions.

offered for the training of teachers in agriculture. It includes three fundamental courses (10½ hours) in agriculture. The general distribution of the work, exclusive of military training, is as follows: Technical industrial work (including agriculture), 55½ hours; science, 17½ hours; cultural subjects, 116½ hours; psychology and education, 26½ hours; total, 216 hours.

The educational courses are the same as described under agriculture.

Requirements for registration.—Same as for agriculture.

Students.—No information supplied.

Instructors.—Two instructors provide the special training in education.

GENERAL REMARKS.

Certification.—Graduates of the college who have successfully completed 9 hours' (18 semester hours) work in education may be granted a teacher's professional license without examination.

UNIVERSITY OF MISSOURI.

AGRICULTURE.

Nature and scope.—"Students who are candidates for the life certificate in the University of Missouri are required to take 24 hours' work in education, including a theoretical course on the teaching of the subject of specialization and a course in practice teaching. In addition to that they are required to take a certain amount of hours (15 for agriculture) in their subject of specialization." Graduates of the regular four-year agricultural curriculum who carry as electives 24 hours in education, therefore, are eligible for certification. In this case the content of the curriculum, exclusive of military training, would be about as follows: Technical agriculture, 49 hours; science 40 hours; cultural subjects, 11 hours; education, 24 hours; total, 124 hours.

Many educational courses are available, among which may be mentioned: Educational psychology, 4 hours; psychology of learning, varying credit; history of education, 2 hours; theory of teaching, 3 hours; methods of teaching special subjects, 2 hours; school economy, 2 hours; principles of education, 3 hours; administration of agricultural education, 1 hour; high-school administration, 3 hours; and practice teaching, varying credit. Students are "required to do from one to two semesters' work in practice teaching in each of their subjects if they have not had considerable previous experience in teaching." The practice teaching provided is in the university high school which is maintained for this purpose.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work.

Students.—Twenty-five students are registered in 1916-17 for special training in education. Five graduated with special training in 1916.

Instructors.—Seven instructors provide the instruction in the required educational work.

HOME ECONOMICS.

Nature and scope.—Students preparing to teach home economics are expected to complete the first two years' work in the college of arts and science and then to change over to the school of education, completing the requirements for the degree of B. S. Ed., with home economics as a special subject. The distribution of the work under this plan is as follows: Technical home economics, 15 hours; science, 10 hours; cultural subjects, 24 hours; education, 24 hours; elective, 47 hours; total, 120 hours. These are minimum requirements, and it may be assumed that approved schedules would show a larger proportion of work in technical home economics and science.

The educational courses available and the opportunity for practice teaching are the same as mentioned under agriculture. The work in methods and practice, of course, relates to home economics, rather than to agriculture.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work.

Students.—One hundred students are registered in 1916-17 for special training in education. Thirty graduated with special training in 1916.

Instructors.—Same as for agriculture.

TRADES AND INDUSTRIES.

Nature and scope.—Students preparing to teach the manual arts follow the same general plan as described for home economics. After substituting manual arts for home economics, the distribution of the work and the choice of educational courses is the same as indicated above.

Requirements for registration.—Same as for home economics.

Students.—Twenty-five students are registered in 1916-17 for special training in education. Seven graduated with special training in 1916.

GENERAL REMARKS.

Certification.—"The school of education is authorized by the Legislature of Missouri to confer certificates valid for life or for two years, according to the preparation of the candidate, upon persons who, in the judgment of the faculty, are considered qualified to teach in the public schools of the State."

For the life certificate the candidate must have (1) completed the requirements for the degree of B. S. in Ed., (2) obtained the required university credit in at least one subject of specialization, (3) demonstrated his ability to teach by practice teaching or by evidence of successful teaching experience.

For the two years' certificate the candidate must have completed two years' work (60 hours) in the college of arts and science, or its equivalent, and one year's work (30 hours) in the school of education, including 12 hours in designated professional courses.

MONTANA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

GENERAL REMARKS.

No teacher-training curriculum up till now has been offered in either agriculture, home economics, or mechanic arts, but for the year 1917-18 three regular four-year curricula are offered for the preparation of teachers in agriculture, home economics, and trades and industries, respectively. In each course the professional work is given in the junior and senior years. The work of the first two years in each curriculum is the same as that in the corresponding regular curriculum. "Teachers especially prepared in agricultural education, home economics, and trades and industries will be employed to conduct the work."

Of the 1916 graduates in the regular curricula, 3 in agriculture, 10 in home economics, and 1 in mechanic arts are now engaged in teaching their respective subjects.

Certification.—State certificates may be granted to graduates of higher educational institutions upon conditions established by the State board of education.

UNIVERSITY OF NEBRASKA.

AGRICULTURE.

Nature and scope.—Students preparing to teach may take one of the regular major options like agronomy, animal husbandry, horticulture, etc., in the four-year agricultural curriculum, which permits elective courses to the extent of 22 hours. Since only 21 hours in psychology and education are necessary for the university teacher's certificate, there is an opportunity to meet this requirement and yet keep within the minimum requirements for graduation. The distribution of the courses is about as follows: Technical agriculture, 47 hours; science, 31 hours; cultural subjects, 21

hours; psychology and education, 21 hours; elective, 1 hour; total, 121 hours. The educational courses include psychology, 6 hours; history of education, 6 hours; educational psychology, 2 hours; educational theory and practice, 3 hours; agricultural education, 2 hours; special methods of agriculture, 2 hours. The course in special methods includes from four to five hours of actual teaching, observation, and discussion in the work of the university high school.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work.

Students.—Seven men are registered for special training in 1916-17. Eight graduated in 1916, of whom four are now engaged in teaching.

Instructors.—Four instructors provide the special educational training.

HOME ECONOMICS.

Nature and scope.—The four-year curriculum in home economics includes eight hours in psychology and education and allows for 25 hours of elective work, some of which may embrace additional courses required for the university teacher's certificate. With these courses included, the distribution of the work, exclusive of physical training, is about as follows: Technical home economics, including art and design, 33 hours; science, 28 hours; cultural subjects, 26 hours; psychology and education, 21 hours; elective, 12 hours; total, 120 hours.

The educational courses are the same as for agriculture, except that a four-hour course in methods is substituted for agricultural education and agricultural methods. The course in methods includes two hours' recitation and four hours of preparation and practice teaching and observation.

Requirements for registration.—Same as for agriculture.

Students.—No information supplied. The catalogue shows that nine of the 1916 graduates in home economics received the university teacher's certificate.

Instructors.—Same as for agriculture.

TRADES AND INDUSTRIES.

No curriculum is offered for the training of teachers for the trades and industries.

GENERAL REMARKS.

Certification.—The teacher's college diploma and the university teacher's certificate are granted to four-year graduates from the university who have met the following requirements:

		Hours.
A	General university credit (first two years).....	62
	Psychology.....	6
	Educational courses (professional and technical).	15
	Major and minor subjects (specialization).....	40
Total.....		123
B	The certificate is granted only to students who have (1) maintained an average of at least 80 per cent in the group of subjects to be taught and a high average in all other subjects in the collegiate course and (2) showed special fitness for teaching.	

This certificate entitles its holder to teach in any high school in Nebraska. After three years' successful teaching experience, it may be converted into a life certificate by the indorsement of the State superintendent.

UNIVERSITY OF NEVADA.

AGRICULTURE.

Nature and scope.—The regular four-year agricultural curriculum leading to the B. S. degree contains a one-semester practice course in teaching agriculture. It also provides for sufficient elective work to enable a student to carry enough professional work in education to qualify for the teacher's high-school diploma. The content of the whole curriculum, with this work included and military training excluded, consists of technical agriculture, 53 hours; science, 48 hours; cultural subjects, 6 hours; psychology and education, 18 hours; elective, 19 hours; total, 144 hours.

The required amount of professional courses includes psychology, 3 hours; history of education, 4 hours; principles of education, 3 hours; high-school organization and school law, 3 hours; observation and practice teaching, 5 hours. The practice teaching consists of one semester's work in actual teaching in the "school of agriculture" (secondary).

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work.

Students.—Forty-one students are registered in 1916-17 for special educational training in agriculture. None graduated in 1916.

Instructors.—Three instructors provide the professional courses in education.

HOME ECONOMICS.

Nature and scope.—In home economics, as in agriculture, the students of the regular four-year curriculum who are preparing to teach may elect the required educational courses. The curriculum requires one 2-hour course in methods of teaching home economics. The distribution of the work including the necessary education for certification is about as follows: Technical home economics, 37 hours; science, 30 hours; cultural subjects, 38 hours; education, 18 hours; elective, 11 hours; total, 134 hours.

The available educational courses are the same as listed under agriculture.

Requirements for registration.—Same as for agriculture.

Students.—Sixteen students are registered in 1916-17 for teacher training in home economics. The first class in this curriculum graduates in 1917.

Instructors.—Three instructors provide the training in professional courses.

TRADES AND INDUSTRIES.

No curriculum for the special preparation of teachers in grades and industries is offered. Students in engineering who desire to teach may elect educational courses.

GENERAL REMARKS.

Certification.—The college of arts and science maintains a department of education with "direct affiliations with the colleges of agriculture (including home economics) and engineering, in cooperative work in the training of teachers." The department "offers to prospective secondary school teachers a liberal and professional course of study of four years. At the end of this time successful candidates are granted a bachelor's degree and a teacher's high-school diploma, the latter giving title to a teacher's first-grade high-school certificate. On evidence later of at least 45 months of successful teaching, this certificate is exchangeable to the State board of education for a life diploma."

NEW HAMPSHIRE COLLEGE OF AGRICULTURE AND MECHANIC ARTS.**AGRICULTURE.**

Nature and scope.—Students preparing to teach are expected to take the agricultural education major of the regular four-year curriculum in agriculture leading to the bachelor's degree. The work of the first two years is the same as in other majors. The distribution of the work, exclusive of military training, is as follows: Technical agriculture, 47 hours; science, 35 hours; cultural subjects, 22 hours; psychology and education, 13 hours; elective, 13 hours; total, 130 hours.

The educational courses include introduction to psychology, 3 hours; psychology of the adolescent, 3 hours; history of education, 2 hours; secondary education, 3 hours; school hygiene, 2 hours. Principles of education, 3 hours, and administration and supervision, 2 hours, are open for election. The course in secondary education comprises "the proper place and function of the high school, its relation to the grades, college, and practical life; methods of instruction, program of studies, examinations, and promotions; educational values of the various studies; qualities of an efficient teacher; and relation to the various elements of the school community. Each student will be required to make systematic observations in schools near Durham." There is no provision for practice teaching.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work. Six months' recent farm experience necessary for graduation.

Students.—No information supplied.

Instructors.—One instructor provides the instruction in educational courses.

HOME ECONOMICS.

Nature and scope.—The regular four-year curriculum leading to the B. S. degree permits sufficient elective work to students to carry the necessary educational courses to prepare for State teacher's examinations. The distribution of the work exclusive of physical training is about as follows: Technical home economics, 48 hours; science, 30 hours; cultural subjects, 40 hours; psychology and education, 18 hours; total, 134 hours.

The educational courses include introduction to psychology, 3 hours; psychology of the adolescent, 3 hours; history of education, 2 hours; school hygiene, 2 hours; secondary education, 3 hours; history and theory of industrial education, 2 hours; methods of teaching home economics, 3 hours. The last-named course is described as follows: "Development of home economics. Planning of courses especially for secondary schools; outlines of lessons and methods of presentation; selection of equipment." For description of the course in secondary education, see under "Agriculture." No information has been supplied concerning practice teaching.

Requirements for registration.—Fifteen units of high-school work and one year of collegiate work.

Students.—No information supplied.

Instructors.—Two instructors provide the special instruction in education.

TRADES AND INDUSTRIES.

Nature and scope.—This institution offers a special four-year curriculum in mechanic arts for teachers leading to the B. S. degree. The general plan follows closely that of home economics. The distribution of the work, exclusive of military training, is about as follows: Technical manual arts (including forestry), 49 hours; science, 24 hours; cultural subjects, 41 hours; psychology and education, 16 hours; total, 130 hours.

The educational courses include introduction to psychology, 3 hours; adolescent psychology, 3 hours; secondary education, 3 hours; school hygiene, 2 hours; history and theory of industrial education, 2 hours; manual training and exercises in practical teaching, 3 hours. No information has been supplied with regard to practice teaching.

Requirements for registration.—Fifteen units of high-school work and one year of collegiate work.

Students.—No information supplied.

Instructors.—Two instructors provide the special instruction in education for manual arts teachers.

RUTGERS COLLEGE, NEW JERSEY.

AGRICULTURE.

Nature and scope.—The departments of education and of agriculture in cooperation offer courses for the training of teachers of agriculture in secondary schools. The first year's work is the same as that offered to all students in the technical science curriculum. The work of the second and third years is the same as that offered to all students in the four-year agricultural curriculum. In the senior year the student is required to choose one of 14 optional groups consisting of a major, 12 hours, and a minor, 12 hours. Three of the options include, as minors, psychology and education. By selecting one of these options the distribution of courses in the complete four-year curriculum would be as follows: Technical agricultural course, 42 hours; science, 40 hours; cultural subjects, 48 hours; psychology and education, 12 hours; making a total of 142 hours, which is the minimum requirement, exclusive of military drill.

The educational courses include educational psychology, 3 hours; educational sociology, 3 hours; agricultural education, 6 hours. At least half of the time in the latter course is devoted to observation and practice teaching.

Requirements for registration.—Fifteen high-school units and two years of collegiate work.

Students.—Three men are registered in 1916-17 for the agricultural education optional. No students were graduated with professional training in 1916. Four of the regular four-year graduates in 1916 are now engaged in teaching or supervision.

Instructors.—Three instructors provide the special instruction in the educational courses.

GENERAL REMARKS.

No curricula are available for the preparation of teachers in either home economics or trades and industries.

Certification.—"Candidates for certificates to teach in secondary schools of New Jersey are required by the department of public instruction to possess a knowledge of the fields of history of education, educational psychology, and secondary education. Work satisfactorily completed in the correspondence courses offered by the college is accepted by the State board of examiners in lieu of examinations in those subjects for certificates."

NEW MEXICO COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

No special teacher-training curricula are offered. In the home economics curriculum, a four-hour course in general psychology and a four-hour course in rural education are included.

CORNELL UNIVERSITY, NEW YORK.

AGRICULTURE.

Nature and scope.—Agricultural education is included in a group of subjects which may be elected as a major option during the junior and senior years. Considerable latitude is allowed for election, but a student preparing to teach agriculture, in common with other students in the college, would be required to complete approximately the following: Cultural subjects, 14 hours; science, 38 hours; psychology and educa-

tion, 14 hours; elective, 54 hours; total, 120 hours. * The electives are selected with the advice of the department of rural education.

The educational courses and their prerequisites include elementary psychology, 3 hours; educational psychology, 3 hours; agriculture in the high school, 3 hours; teaching agriculture, 5 hours. Additional courses in the college of arts and sciences, such as principles of education, 3 hours, and history of education, 3 hours, may be elected. "Teaching agriculture is not required by all, because this experience is obtained under a system by which seniors are placed in high schools for one-half year, where they act as assistants to the regular teachers of agriculture. It has been impossible to furnish facilities so that such work could be required of all prospective teachers."

Requirements for registration.—Fifteen high-school units and two years of collegiate work. Experience in the common farm operations and practices is necessary. Students deficient in this must take special work without credit before registering for senior work.

Students.—For the agricultural education option, 43 men and 4 women are registered in 1916-17; 82 students, who took special training courses in connection with the agricultural curriculum, graduated in 1916; 35 of these are now engaged in teaching.

Instructors.—Two instructors in the college of agriculture provide the special instruction in agricultural education. At least two additional instructors contribute to the work in providing instruction in the prerequisite courses in psychology.

HOME ECONOMICS.

Nature and scope.—Home economics students take, with some modifications, the same required work during the first two years as the students in agriculture. In the junior year students may elect the optional group, which includes home economics. Educational course may be taken as elective. The distribution of the required courses with the educational electives and their prerequisites is about as follows: Technical home economics (including floriculture and nature study), 23 hours; science, 40 hours; cultural subjects, 10 hours; psychology and education, 14 hours; elective, 33 hours; total, 120 hours. On account of certain courses demanding prerequisites, the available number of electives may be somewhat less than stated.

The educational courses are the same as those listed under agriculture, except that the high-school course and the teaching course relate to home economics instead of to agriculture.

Requirements for registration.—Same as for agriculture, except that no occupational experience is required.

Students.—Thirty-three women in the home economics option are registered in 1916-17 for the training courses. Thirty-three students who took training courses graduated in 1916. Seventeen of these are now engaged in teaching or supervision.

Instructors.—One instructor in the college of agriculture and probably two others in the college of arts and sciences provide the special instruction in the educational courses.

TRADES AND INDUSTRIES.

No special curriculum is offered for the preparation of teachers in the trades and industries.

GENERAL REMARKS.

Certification.—"Cornell bears no relation to the certification of teachers, except that teachers of agriculture and home making are recommended by the college of agriculture to the State department of education for a certificate, providing they have met the requirements for this certificate."

NORTH CAROLINA COLLEGE OF AGRICULTURE AND ENGINEERING.**AGRICULTURE.**

Nature and scope.—For the year 1917-18 this institution offers in connection with their four-year agricultural curriculum a major option in agricultural education. The work of the first two years is wholly prescribed and is the same as for the other agricultural options. The distribution of the work of the whole four years, exclusive of military and physical training, is as follows: Technical agriculture, 47 hours; science, 54 hours; cultural subjects, 34 hours; psychology and education, 18 hours; elective, 20 hours; total, 173 hours.

The educational courses required are the following: Elementary psychology, 3 hours; history of education, 3 hours; methods of teaching, 3 hours; methods of teaching agriculture, 3 hours; secondary education, 3 hours; schoolroom management, with supervised practice teaching, 3 hours. The last-named course is described as follows: "The students will be instructed in the best methods of controlling a class and a school room, and as far as is practicable will be given an opportunity to do some teaching and observation in near-by schools."

Requirements for registration.—Eleven units of high-school work and two years of collegiate work are required for registration in educational courses.

Students.—Since the curriculum will be offered for the first time next year, no students have been registered. Nine of the 1916 graduates from other agricultural options are now engaged in teaching.

Instructors.—Two instructors will furnish the special training in the preparation of teachers.

GENERAL REMARKS.

The institution offers no curricula for the special training of teachers in either home economics or trades and industries.

NORTH DAKOTA AGRICULTURAL COLLEGE.**AGRICULTURE.**

Nature and scope.—The school of education offers a special four-year curriculum for the preparation of teachers in agriculture and leading to the degree of B. S. Ed. The distribution of the work in this curriculum, exclusive of military and physical training, is as follows: Technical agriculture, 55½ hours; science, 31½ hours; cultural subjects, 27½ hours; psychology and education, 20 hours; elective, 8 hours; total, 142 hours.

The required educational courses include history of education, 2½ hours; psychology, 2½ hours; principles of teaching, 2½ hours; vocational education, 2 hours; school administration, 2½ hours; school law, 2 hours; the high school, 2 hours; rural education, 1½ hours; current educational literature, 1½ hours; agricultural courses in high schools, ¾ hour; observation and practice, 1½ to 3½ hours. The practice work is given in the agricultural and manual training model high school.

Requirements for registration.—Fifteen units of high-school work and one year of collegiate work.

Students.—Fourteen men are registered in 1916-17 in the agricultural education curriculum; 14 graduated in 1916, of whom six are now engaged in teaching.

Instructors.—Two instructors provide the special training in education for agricultural students.

Two-year curriculum.—A special two-year curriculum in vocational education is offered especially for teachers in rural and consolidated schools. It includes 20 hours in selected vocational subjects, 18 hours in education, and 32½ hours in English, history, social science, mathematics, and science.

HOME ECONOMICS.

Nature and scope.—The school of home economics offers two curricula. The first two years' work is alike for both and is wholly prescribed. The work of the last two years in one case is quite general and is largely prescribed, while in the other it is wholly elective. The prescribed curriculum requires 11 hours' work in educational courses and allows for sufficient election to make up the requirements for certification 16 hours. The distribution of the work in this curriculum, including education and excluding physical training, is about as follows: Technical home economics, 34½ hours; science, 43½ hours; cultural subjects, 39½ hours; education, 16½ hours; elective, 8 hours; total, 142 hours.

The educational work is about the same as for agriculture, except that five hours' work is required in presentation and practice teaching in home economics instead of agricultural education.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work.

Students.—Eighteen women are registered in 1916-17 for educational work in connection with home economics. Twenty-six graduated in 1916, of whom 25 are now teaching.

Instructors.—Three instructors provide the special instruction for the preparation of teachers in home economics.

TRADES AND INDUSTRIES.

Nature and scope.—The school of education offers a special four-year curriculum for teachers in mechanic arts, leading to the B. S. Ed. degree. The distribution of the work is as follows: Technical manual arts, 53½ hours; science, 17½ hours; cultural subjects, 31½ hours; psychology and education, 19½ hours; elective, 20½ hours; total, 142 hours.

The educational work is the same as for agriculture, except that social education (2 hours), and applied psychology (3 credits) are substituted for history of education and agricultural courses. Practice teaching in the agricultural and manual training model high school is required as for agriculture.

Requirements for registration.—Fifteen units of high-school work and one year of collegiate work.

Students.—One man is registered in 1916-17 for special preparation for teaching manual arts. None graduated in 1916. Two 1916 graduates from the regular four-year engineering curriculum are now engaged in teaching.

Instructors.—Two instructors provide the special training for the preparation of teachers in manual arts.

Two-year curriculum.—A special two-year curriculum is offered for vocational teachers. It includes 25½ hours in selected vocational subjects, 18 hours in education, and 27½ hours in cultural and science subjects, making a total of 70½ hours.

GENERAL REMARKS.

Certification.—"Students who have completed the curriculum in education and other graduates of the agricultural college who have secured 24 credits (16 semester hours) in the department of education are granted credentials by the State board of examiners leading to life certificates to teach in the public schools of North Dakota."

The completion of a two-year curriculum, including 16 hours in education, entitles the student to a second-grade professional certificate issued by the State board of education.

OHIO STATE UNIVERSITY.

AGRICULTURE.

Nature and scope.—The college of education offers a special four-year curriculum in agricultural education leading to the degree B. S. in Ed. The distribution of the required work, exclusive of military and physical training, is as follows: Technical agriculture, 42 hours; science, 31 hours; cultural subjects, 18 hours; psychology and education, 22 hours; elective, 7 hours; total, 120 hours.

The educational courses include psychology, 6 hours; history of education, 6 hours; history of agricultural education, 2 hours; principles of education, 3 hours; observation, criticism, and practice, 3 hours; teaching of agriculture in the high school. A required six hours' course in the elements of general agriculture is listed in the catalogue under school administration, but is here included under technical agriculture. No information has been supplied regarding the nature and extent of practice teaching.

Requirements for registration.—Fifteen units of high-school work and one year of collegiate work.

Students.—No information supplied.

Instructors.—No information supplied.

HOME ECONOMICS.

Nature and scope.—The college of education offers a special four-year curriculum leading to the degree B. S. in Ed. The distribution of the work, exclusive of physical education, is as follows: Technical home economics, including art and design, 28 hours; science, 32 hours; cultural subjects, 32 hours; psychology and education, 26 hours; elective, 2 hours; total, 120 hours.

The educational courses include psychology, 6 hours; history of education, 6 hours; principles of education, 3 hours; observation, criticism, and practice, 3 hours; public education in the United States, 3 hours; State school administration, 3 hours; teaching of home economics, 2 hours. No information has been supplied concerning the nature and extent of practice teaching.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work.

Students.—No information supplied.

Instructors.—No information supplied.

TRADES AND INDUSTRIES.

Nature and scope.—A four-year curriculum leading to the degree B. S. in Ed. is offered by the college of education. The general plan is similar to that of the curricula in agriculture and in home economics. The distribution of the work, exclusive of military and physical training, is as follows: Technical manual arts, 36 hours; science, 16 hours; cultural subjects, 38 hours; psychology and education, 28 hours; elective, 2 hours; total, 120 hours.

The educational courses include psychology, 6 hours; educational psychology, 4 hours; history of education, 6 hours; principles of education, 3 hours; observation, criticism, and practice, 3 hours; public education in United States, 3 hours; teaching of manual training, 3 hours. No information has been supplied concerning the nature and extent of practice work.

Requirements for registration.—Fifteen units of high-school work and one year of collegiate work.

Students.—No information supplied.

Instructors.—No information supplied.

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE.

AGRICULTURE.

Nature and scope.—The school of education offers a special four-year curriculum in education with an opportunity to elect as a major either agriculture, home economics, manual training, or other vocational subjects. Election commences in the freshman year and is continued with gradually increasing amounts throughout the whole curriculum. The distribution of the work, exclusive of military and physical training, is approximately as follows: Technical agriculture, 39 hours; science, 41 hours; cultural subjects, 24 hours; psychology and education, 24 hours; total, 128 hours. Since there is considerable latitude allowed in the selection of courses, this distribution should be regarded only as a possibility. The educational work is, however, definitely required.

The educational courses include psychology, 5 hours; applied psychology, 3 hours; child study, 2 hours; principles of education, 2 hours; history of modern education, 2 hours; philosophy of education, 2 hours; methods and management, 2 hours; rural education, 2 hours; administration and supervision, 2 hours; theory and practice of teaching agriculture, 2 hours. The last-mentioned course is given during the senior year and includes at least 2 hours per week, for 18 weeks, of actual practice in assisting in the teaching of under classmen.

Requirements for registration.—Fifteen units of high-school work.

Students.—No information supplied.

Instructors.—Three instructors provide the instruction in educational work.

HOME ECONOMICS.

Nature and scope.—Students preparing to teach may take either the special four-year curriculum in education and elect major work in home economics or the regular four-year curriculum in home economics and carry educational work as elective. In the former case the distribution of the work would be about the same as that shown above under agriculture. In the latter case, the distribution of the work, exclusive of physical training, would be as follows: Technical home economics, 50½ hours; science, 29½ hours; cultural subjects, 28½ hours; psychology and education, 19½ hours; total, 128 hours. Some additional work (not exceeding 4½ hours) in education may be necessary to meet the requirements for certification.

The educational courses prescribed are: Methods of teaching textiles, 2 hours; and home economics education, 6½ hours. The courses open for election are listed under agriculture. The course in home economics education includes 4 hours' class work and 8 hours' practical work in "observation, demonstrations, and practice."

Requirements for registration.—Fifteen units of high-school work.

Students.—No information supplied.

Instructors.—Three instructors provide the special instruction in education.

TRADES AND INDUSTRIES.

Nature and scope.—The four-year curriculum in education, leading to the B. S. degree, offers a major option in manual training. The distribution of the work is about the same as described under agriculture, except that technical manual arts replaces technical agriculture. The educational courses are the same, except that the course in the theory and practice of teaching pertains to manual training.

Requirements for registration.—Same as for agriculture.

Students.—No information supplied.

Instructors.—Three instructors provide the special training in education.

GENERAL REMARKS.

Certification.—"Students who complete the full four years' course in the school of education receive a bachelor of science degree and a State life certificate in Oklahoma. * * * When a subject is completed at the college, the certificate-granting authorities of the State accept that credit instead of an examination."

OREGON AGRICULTURAL COLLEGE.**AGRICULTURE.**

Nature and scope.—Students preparing to teach agriculture may elect agricultural education as their major option. The major election occurs at the beginning of the junior year. The required work, exclusive of military and physical training, is distributed as follows: Technical agriculture, 28 hours; science, 30 hours; cultural subjects, 13 hours; education, 15 hours; elective, 41 hours; total, 127 hours.

Among the educational courses available are general psychology, 3 hours; educational psychology, 2 hours; history of education, 3 hours; vocational education, 2 hours; principles of education, 3 hours; vocational guidance, 2 hours; special methods in agriculture, 4 hours; and others. The last-mentioned course includes practice teaching in the local elementary and high schools.

Requirements for registration.—Fifteen units of high-school work and two years' collegiate work. Some farm experience necessary for graduation. May be obtained either before or after entering college.

Students.—Ten men are registered in 1916-17 in the agricultural education option. Seven graduated in 1916, of whom two are now engaged in teaching.

Instructors.—Two instructors provide the special training in agricultural education.

HOME ECONOMICS.

Nature and scope.—The work in teacher training in home economics comprises the general four-year professional curriculum in which the educational courses are elected. The first two years' work is prescribed. The subjects for the junior and senior years must be selected from special groups. The following represents approximately the distribution of the work according to such a selection: Technical home economics, 27 hours; science, 31 hours; cultural subjects, 38 hours; education, 15 hours; elective, 17 hours; total, 128 hours (exclusive of physical training).

The educational courses are about the same as listed under agriculture, except that the course in methods applies to home economics. The work in practice teaching, including the preparation and the making of reports, is equivalent to about 144 actual school hours.

Requirements for registration.—Same as for agriculture except that no occupational experience is required.

Students.—Seventy-five women are registered in 1916-17 for the special work in education; 68 graduated in 1916, 56 of whom are now engaged in teaching.

Instructors.—Five instructors provide the special instruction in education.

TRADES AND INDUSTRIES.

Nature and scope.—A four-year curriculum in industrial arts leading to a degree is offered for the special preparation of teachers. The work, exclusive of military and physical training, is about as follows: Technical industrial arts, 51 hours; science, 12 hours; cultural subjects, 25 hours; education, 16 hours; elective, 22 hours; total, 126 hours. The educational course is about the same as listed under agriculture, except that the course in methods concerns manual training rather than agriculture. The work of practice teaching includes about 144 actual school hours in the local public schools. Industrial courses are offered in "pattern making, foundry work, woodwork, carpentry, forging, arts metal work, cabinetwork, joinery, printing, concrete and cement work, gas engines, farm engines, plumbing, machine-shop practice,

etc. Other courses are contemplated. These courses are offered under as nearly trade conditions as it is possible to give them in shops of this kind. As an illustration, we are now constructing a glue press that on the market would cost about \$218. Every step has been taken up in the different departments of our shops the same as in a commercial shop; all the pieces numbered; all the plates numbered and lettered; and other commercial processes are exactly followed."

Requirements for registration.—Same as for agriculture, except that no occupational experience is necessary other than that offered in the various courses.

Students.—Fourteen men are registered in 1916-17 for the industrial educational curriculum; 12 graduated in 1916, all of whom are now engaged in teaching. Nine students who graduated from other curricula, but who took minors in industrial education are also engaged in teaching these subjects.

Instructors.—Three instructors provide the special training in education.

GENERAL REMARKS.

Certification.—"The Oregon school law grants a high-school teaching certificate to graduates who have taken 15 credits (semester hours) in education."

PENNSYLVANIA STATE COLLEGE.

AGRICULTURE.

Nature and scope.—Students preparing to teach may elect the agricultural education option at the beginning of their junior year. The required work, exclusive of military and physical training, is classified as follows: Technical agriculture, 47 hours; science, 45 hours; cultural subjects, 41 hours; psychology and education, 18 hours; elective, 7 hours; total, 158 hours. The educational courses include psychology, 3 hours; pedagogy of agriculture, 3 hours; child development and adolescence, 3 hours; principles of education, 3 hours; practice in teaching, 6 hours. The practice teaching is provided for in the local high school during the senior year or in a six-weeks summer normal school preceding the senior year.

Requirements for registration.—Fifteen units of high-school work and two years' collegiate work.

Students.—Forty-one men are enrolled in 1916-17 for the agricultural education option. Nineteen graduated in 1916, of whom 10 are now engaged in teaching. Five 1916 graduates from other agricultural options are also engaged in teaching.

Instructors.—Two instructors provide the special instruction in education.

HOME ECONOMICS.

Nature and scope.—Two home economics curricula are offered, one in domestic art and the other in domestic science. In either curriculum, provision is made for sufficient educational work to meet the requirements of the State law for a teacher's provisional college certificate. The first two years' work is the same for both curricula. The distribution of the work in the domestic science option, exclusive of physical training, is as follows: Technical home economics, 46 hours; science, 39 hours; cultural subjects, 39 hours; psychology and education, 15½ hours; elective, 14 hours; total, 153½ hours. The educational courses include psychology, 3 hours; history of education, 3 hours; principles of education, 3 hours; observation of teaching, ½ hour; and methods of teaching, 6 hours. Practice teaching is provided in the local public schools. It is required throughout the entire senior year and is supervised and criticized by members of the home economics faculty. Two hours of actual teaching per week for 36 weeks, and one hour of recitation per week for 26 weeks, are required. The recitation period is devoted to a consideration of the relation of home economics to education; its phase in the curriculum; planning and presentation of lessons and courses of study; problems of equipment and cost, etc.

Requirements for registration.—Same as for agriculture.

Students.—Twelve students are registered in 1916 for the educational courses. Fifteen graduated in 1916, of whom 12 are now engaged in teaching.

Instructors.—Two instructors provide the special instruction in education.

TRADES AND INDUSTRIES.

Nature and scope.—Two curricula are offered in industrial education.

1. A four-year curriculum is provided by the school of engineering for the purpose of preparing teachers in manual arts or teachers and supervisors of industrial schools. The work of the freshman year is the same as that required in the regular engineering courses. The distribution of the work for the whole curriculum, exclusive of military and physical training, is about as follows: Industrial arts, 69 hours; science, 9 hours; cultural subjects (including higher mathematics), 51 hours; educational courses, 16 hours; elective, 8 hours; total, 153 hours.

The educational courses include psychology, 3 hours; history of education, 3 hours; principles of education, 3 hours; principles of industrial education, 3 hours; practice teaching (in wood turning, forging, foundry practice, and pattern making), 4 hours. "In the junior and senior years, students act as assistants to the instructors in the college shops and as student teachers in manual arts in the local high schools, under the supervision of a member of the department of industrial engineering." The equivalent of six hours of actual teaching per week, for 36 weeks, is required.

2. The two-year curriculum in industrial education is planned "to prepare teachers of manual training for elementary and high schools. This is to give training to persons who have met with success as teachers and who have developed technical skill by special preparation and to persons with trade experience and who desire to gain a knowledge of the technique of teaching through college work. The applicants for entrance to this curriculum must present evidence of satisfactory preparation in the subject upon which the work of the course is built and, in addition to this, must satisfy the head of the department as to their general fitness for the professional work they have chosen."

The curriculum offers two options, one in woodworking and the other in metal working. Sixty-nine credit hours (exclusive of military training) constitute the two years' work and this is made up as follows: Industrial arts, 45 hours; trigonometry, 5 hours; psychology and education, 13 hours; elective, 6 hours. The educational courses include psychology, principles of education, industrial education, secondary education, and practice teaching in either machine-shop practice or woodworking. The practice teaching is afforded in the same way as in the four-year curriculum, but comprises only 3 hours per week for 18 weeks.

Two students graduated from this curriculum in 1916.

Requirements for registration.—For the four-year curriculum, 15 units of high-school work and one year of collegiate work.

Students.—Five students are registered in 1916-17 in the industrial education curriculum. Three students graduated in 1916, all of whom are now engaged in teaching or supervision.

Instructors.—Seven instructors provide the special instruction in industrial education.

GENERAL REMARKS.

Certification.—"Under the provisions of the school code, the State superintendent of public instruction is authorized to grant a three-year provisional teacher's certificate to graduates who complete not less than 200 hours' work (slightly more than 11 credit hours) in pedagogical studies, such as psychology, ethics, logic, history of education, school management, and methods of teaching."

RHODE ISLAND STATE COLLEGE.**AGRICULTURE.**

Nature and scope.—A special curriculum in applied science is offered for persons who are preparing to teach in industrial schools. The work during the first two years is devoted almost entirely to cultural and science subjects. In the junior and senior years there is a continuation of the earlier work and an opportunity to specialize in either agriculture, biology, or chemistry. The distribution of the work for students in the agricultural option, exclusive of military or physical training, is about as follows: Technical agriculture, 38 hours; science, 48 hours; cultural subjects, 52 hours; psychology and education, 14 hours; elective, 12 hours; total, 164 hours.

The required educational courses are as follows: Educational psychology, 3 hours; history of education, 3 hours; principles of education, 3 hours; secondary education, 3 hours; school law, 1 hour; school management, 1 hour. No provision is made for practice teaching.

Requirements for registration.—Fourteen units of high-school work and two years of collegiate work. No occupational experience required.

Students.—Three men are registered in 1916-17 for the agricultural option of the applied science curriculum. One student graduated from this option in 1916.

Instructors.—One instructor provides the special instruction in education for agricultural students.

HOME ECONOMICS.

Nature and scope.—The regular four-year home economics curriculum provides opportunity for assigned and elective work in education. The distribution of the work, exclusive of physical training, is as follows: Technical home economics (including drawing and art), 46 hours; science, 50 hours; cultural subjects, 47 hours; education, 15 hours; elective, 2 hours; total, 160 hours. The educational courses are the same as for agriculture, with the addition of one hour of work in teaching home economics. Students teach eighth-grade public-school pupils two hours a week in practical laboratory work."

Requirements for registration.—Same as for agriculture.

Students.—Twelve women are registered in 1916-17 for the educational courses. Three students graduated in 1916. One of these is now engaged in teaching.

Instructors.—Two instructors provide the special instruction in education.

TRADES AND INDUSTRIES.

No curriculum is offered for the training of teachers in trades and industries.

GENERAL REMARKS.

Certification.—The following resolution adopted by the State board of education is self-explanatory: "The certification of the president that an applicant for a teacher's certificate has pursued a secondary school course of four years, subject to the approval of the committee on qualifications, and in addition thereto has pursued a four years' collegiate course in the Rhode Island college will be received as evidence of the required qualifications in scholastic subjects for a teacher's certificate of the first grade."

CLEMSON AGRICULTURAL COLLEGE, SOUTH CAROLINA.**AGRICULTURE.**

Nature and scope.—The only special training in education open to students of this institution consists of "a short practical course designed to give the student a knowledge of the methods used in teaching agricultural subjects in different States and their adaptation to local needs." It is an elective course consisting of but one term

hour ($\frac{3}{4}$ semester hour). "During the session of 1917-18 the following courses in education will be introduced into the agricultural department of Clemson College: Psychology, 5 hours, first term; general principles of education, 5 hours, second term; agricultural teaching, 5 hours, third term.

"In addition to this, practice work for two hours per week for two terms is planned. A course in rural sociology is also to be added as an elective for those who are to teach. An instructor has already been selected for the rural sociology and psychology; an additional instructor is to be engaged for the education work." (The additional educational work proposed is indicated in *term hours*. By dividing the number of term hours in each case by two-thirds, the number of semester hours may be obtained).

Requirements for registration.—Eleven units of high-school work and three years of collegiate work. One year's farm experience before entering, or at least three months' summer work after entering.

Students.—Thirty men are registered in 1916-17 for the special work in education. Thirty-five graduated with this training in 1916. Twenty of these are now engaged in teaching or supervising.

Instructors.—One instructor provides the special instruction in education.

GENERAL REMARKS.

No special curricula are offered for training teachers in either home economics or trades and industries.

Certification.—"The universities and colleges of the State may provide a course, to be approved by the State board of education, the completion of which will entitle student to the degree of *Licentiate of instruction*, and the diploma therefor shall entitle holder to a first-grade county teacher's certificate."

SOUTH DAKOTA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

AGRICULTURE.

Nature and scope.—Students preparing to teach agriculture take the regular four-year curriculum, selecting one of four major options. In each option sufficient elective work is permitted to enable students to carry the educational work required for certification. With this included and military training excluded, the distribution of the work is as follows: Technical agriculture, 48 hours; science, 39 hours; cultural subjects, 34 hours; psychology and education, 19 hours; elective, 4 hours; total, 144 hours.

The educational work, except for general and educational psychology and observation and practice, may be selected from a list of several courses, including history of education, principles of teaching, school administration, educational sociology, vocational psychology, adolescent psychology, and educational measurements. Except the four-hour practice courses, these are all three-hour courses.

The practice course "consists of five months' practice teaching of four periods per week, using for this work our secondary school of agriculture. This work is under careful supervision. The lessons are carefully planned in advance and reports of work recorded."

Requirements for registration.—Fifteen units of high-school work and one year of collegiate work.

Students.—Twenty-eight students are registered in 1916-17 for special training in agricultural education. Fourteen graduated with special training in 1916, of whom eight are now engaged in teaching. Two 1916 graduates without special training are also engaged in teaching.

Instructors.—Two instructors provide the professional training in agricultural education.

HOME ECONOMICS.

Nature and scope.—The regular four-year curriculum in home economics combines domestic science and domestic art and includes a three-hour course in general psychology. It also provides for sufficient elective work to enable students to carry the educational courses required for certification. The distribution of the work is as follows: Technical home economics, 46 hours; science, 36 hours; cultural subjects, 46 hours; psychology and education, 19 hours; total, 147 hours.

The educational courses are the same as for agricultural education, except that the work in observation and practice relates to home economics. Observation and practice are afforded by the school of agriculture, in which is offered a four-year secondary curriculum for young women.

Requirements for registration.—Same as for agriculture.

Students.—Forty-six women are registered in 1916-17 for professional training in home economics education. Sixteen graduated with professional training in 1916, of whom 15 are now engaged in teaching.

Instructors.—Four instructors provide the special educational work for the training of teachers in home economics.

TRADES AND INDUSTRIES.

Nature and scope.—The four-year general science curriculum provides for considerable elective work in all four years, and students preparing to teach manual or industrial arts are expected to register for this curriculum and elect the required work in manual arts and education. An acceptable schedule with this included shows a distribution of work about as follows: Technical manual arts, 21 hours; science, 44 hours; cultural subjects, 50 hours; psychology and education, 19 hours; elective, 10 hours; total, 144 hours.

The educational courses are the same as for agricultural education. The practice work is the same in both nature and extent, except that it pertains to shop practice.

Requirements for registration.—Same as for agriculture.

Students.—Forty-eight men and 20 women were registered in 1916-17 for professional training in industrial education. Eight graduated with special training in 1916, of whom seven are now engaged in teaching. One 1916 graduate without special training is also engaged in teaching.

Instructors.—Two instructors provide the special training for teachers of industrial work.

GENERAL REMARKS.

Certification.—"Students who successfully complete 15 hours' work in education are eligible to State certification."

UNIVERSITY OF TENNESSEE.**AGRICULTURE.**

Nature and scope.—Students preparing to teach take a modified form of the regular four-year agricultural curriculum. This leads to the degree B. S. in Ed. The distribution of the work, exclusive of military training, is about as follows: Technical agriculture, 37 hours; science, 39 hours; cultural subjects, 36 hours; psychology and education, 24 hours; total, 136 hours. This amount of work exceeds the minimum requirements of the regular agricultural curriculum.

The educational courses include psychology, 6 hours; history of education, 3 hours; principles of teaching, 3 hours; secondary education, 3 hours; school hygiene and management, 3 hours; rural education in relation to country life, 3 hours; agricultural education, 3 hours. The last-named course includes instruction in "methods of presenting the different phases of agriculture, especially crops, soils, and live stock." These courses are recommended, but others may be substituted upon

approval. A course is offered in practice teaching which includes "application of the principles of school management, discipline, and teaching to observation in city schools; making lesson plans; and the actual teaching of lessons in classes through cooperation with local, city, and rural schools."

Requirements for registration.—Fourteen units of high-school work and at least one year of collegiate work.

Students.—No definite information supplied; large enrollment.

Instructors.—Four instructors provide the special instruction in education.

HOME ECONOMICS.

Nature and scope.—The school of education offers a special four-year curriculum for teachers leading to the degree B. S. in Ed. The distribution of the work, exclusive of physical training, is as follows: Technical home economics (including art), 36 hours; science, 24 hours; cultural subjects, 30 hours; psychology and education, 24 hours; elective, 6 hours; total, 120 hours.

Some opportunity is offered for a choice of educational courses, but those suggested in the catalogue are about the same as suggested in the agricultural education curriculum, except that the course in agricultural education is replaced by one in methods of teaching home economics and that the course in practice teaching is required in place of one of the others. In the practice teaching course, "each student is required to plan and teach several lessons in domestic art and domestic science under the supervision of a critic teacher."

Requirements for registration.—Fourteen units of high-school work and at least one year of collegiate work.

Students.—No definite information supplied; "large enrollment."

Instructors.—Five instructors provide the special training in psychology and education.

TRADES AND INDUSTRIES.

Nature and scope.—The school of education offers a special four-year curriculum in manual training leading to the degree B. S. in Ed. The distribution of the work, exclusive of military and physical training, is about as follows: Technical manual arts, 38 hours; science, 24 hours; cultural subjects, 40 hours; psychology and education, 24 hours; total, 126 hours. Since, during the junior and senior years, there is considerable opportunity for the selection of courses from certain groups, the distribution may vary somewhat.

The educational courses include psychology, 6 hours; history of education, 3 hours; teaching and supervision of manual arts, 3 hours; and educational elective courses, 12 hours. No practice teaching required, but may be elected.

Requirements for registration.—Same as for home economics.

Students.—No definite information supplied; "large enrollment."

Instructors.—At least three instructors contribute to the special instruction in educational courses.

GENERAL REMARKS.

Certification.—"In accordance with the new certificate law, * * * graduates of the University of Tennessee, who have completed any six half-year courses (18 hours) offered by the university in psychology and education, not less than two of which shall have special reference to high-school work, are entitled to professional high-school certificates of the first grade, good for five years."

AGRICULTURAL AND MECHANICAL COLLEGE OF TEXAS.

AGRICULTURE.

Nature and scope.—Students desiring to become teachers of agriculture may select one of the agricultural education options in the regular four-year curriculum. Two such options are offered, one for those who desire a permanent certificate and one for

those who are working for the provisional or first-grade certificate. All of the first two years' work and part of the work of the last two years is alike for all agricultural options. The distribution of the four years' work, exclusive of military training, in the permanent certificate option, is as follows: Technical agriculture, 56 hours; science, 47 hours; cultural subjects, 22 hours; psychology and education, 24 hours; total, 149 hours.

The educational courses include educational psychology, 3 hours; administration of schools, 3 hours; rural education, 3 hours; vocational education, 3 hours; methods of teaching agriculture, 3 hours; high-school problems, 3 hours; agricultural extension and demonstration, 3 hours. The course in methods includes "lesson plans and practice teaching in agriculture and other kindred subjects."

Requirements for registration.—Fourteen units of high-school work and two years of collegiate work.

Students.—One hundred men are enrolled in 1916-17 for the agricultural education option. Thirty-two graduated in 1916. Ten of these are now engaged in teaching. One 1916 graduate from one of the other options is also engaged in teaching.

Instructors.—Two instructors provide the special instruction in education.

GENERAL REMARKS.

No special curricula are offered for the preparation of teachers in either home economics or trades and industries.

Certification.—"Under the laws of Texas, graduates of this college who have completed four full courses (equivalent to 24 semester hours) in education will be granted a permanent State certificate. Those who have completed one full course (equivalent to 6 semester hours) in education will be given a first-grade State certificate, which is good for four years."

AGRICULTURAL COLLEGE OF UTAH.

GENERAL REMARKS.

The college has not offered any special courses for the preparation of teachers, but it plans to do so as soon as funds are available for the purpose. Of the 1916 graduates from the regular four-year curricula, 25 in agriculture, 15 in home economics, and 8 in mechanic arts are now engaged in teaching or supervising their respective lines of work in secondary schools.

UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE.

AGRICULTURE.

Nature and scope.—Agricultural education is one of the four major options of the regular four-year curriculum in agriculture. The work of the first two years is alike for all options. The distribution of the work of the four years is as follows: Technical agriculture, 53 hours; science, 40 hours; cultural subjects, 33 hours; psychology and education, 18 hours; total, 144 hours.

The educational courses include psychology, 6 hours; principles of instruction, 6 hours; teaching of agriculture, 6 hours. "Arrangements have been made for special practice teaching in connection with the city schools. Specially selected high schools throughout the State that are teaching agriculture will also be used as practice schools, the student teacher acting as assistant to the regular teacher of agriculture."

Requirements for registration.—Fourteen and one-half high-school units and two years of collegiate work. Six months' farm experience required either before or after entering college.

Students.—Eight men are registered in 1916-17 for the agricultural education option. One graduated in 1916 and 14 in 1915. Practically all of these are now

engaged in teaching agriculture. Several graduates from other options in agriculture are also engaged in teaching.

Instructors.—One instructor provides the special instruction in agricultural education, one in general education and one in psychology.

HOME ECONOMICS.

Nature and scope.—Only one four-year curriculum in home economics is offered, but this requires 22 hours' work in psychology and education. The work of the complete curriculum is distributed as follows: Technical home economics, 30 hours; science, 24 hours; cultural subjects, 36 hours; psychology and education, 22 hours; elective, 8 hours; total, 120 hours. The educational courses embrace psychology, 6 hours; principles of instruction, 6 hours; history of education, 6 hours; and teaching of home economics. The latter course includes some work in practice teaching (see under agriculture).

Requirements for registration.—Same as for agriculture, except that no occupational experience is required.

Students.—Eight women are registered for educational work in home economics in 1916-17. Six graduated in 1916, all of whom are now engaged in teaching or supervising home economics. One 1916 graduate without professional training is also engaged in teaching.

Instructors.—Two instructors provide the special instruction in education.

TRADES AND INDUSTRIES.

No special training curriculum is offered for the preparation of teachers in trades and industries.

GENERAL REMARKS.

Certification.—"This institution does not issue certificates to teachers. These certificates are issued by the commissioner of education, upon recommendations of the college. At present there is no specified requirement as to professional training, but there is an understanding between the college and the commissioner's office that students who expect to receive teacher's certificates shall have had adequate professional training."

VIRGINIA AGRICULTURAL AND MECHANICAL COLLEGE AND POLYTECHNIC INSTITUTE.

No curriculum is offered for the special preparation of teachers in either agriculture, home economics, or trades and industries. Twelve of the 1916 graduates from the regular four-year curriculum are now engaged in the teaching of agriculture.

STATE COLLEGE OF WASHINGTON.

AGRICULTURE.

Nature and scope.—"In this institution a student may prepare to become a teacher of agriculture either by entering the department of education and electing work in agriculture, or by entering the department of agriculture or the department of horticulture and electing work in education. According to our law, a student to teach in the State of Washington who is a graduate of an accredited institution—among which, of course, the State College is classed—must present 15 hours in education. This 15 hours may include general psychology. After this year students will be required to present 12 hours of education in addition to a course in general psychology. This will raise the requirements slightly." For students following the general four-year curriculum in agriculture and electing enough work in education to meet the requirements for certification, the distribution of the work would be about as follows: Tech-

nical agriculture, 46 hours; science, 40 hours; cultural subjects, 35 hours; psychology and education, 15 hours; elective, 14 hours; total, 150 hours. Students entering with credit for a foreign language may substitute other work in college. In such cases, the amount of work in cultural subjects will be less and in elective work proportionately more.

The educational courses available include psychology, 5 hours; history of education, 5 hours; principles of education, 3 hours; the high school, 3 hours; child study and adolescence, 5 hours; school administration and supervision, 3 hours; school hygiene, 2 hours; history and theory of industrial education, 2 hours; educational psychology, 3 hours; and methods of teaching agriculture, 2 hours. The last-mentioned course embraces "Outlining of courses of study, management of subjects in logical order, gathering of illustrative material, selection of special laboratory apparatus, choice of textbooks and references, discussion of modern methods and their adaptation to the character of students engaged in agricultural work." Opportunity is provided for practice teaching through cooperation with the local schools.

Requirements for registration.—Fifteen units of high-school work and two years of college work.

Students.—No information given regarding the number of students registered for agricultural education in 1916-17. Fifteen graduated with special training in agricultural education in 1916.

Instructors.—Four instructors provide the special training in education.

HOME ECONOMICS.

Nature and scope.—In home economics, two four-year curricula are offered, one in household science and one in household arts. Each of these provide for sufficient work in education to meet the requirements for certification. The distribution of the work is as follows: Technical home economics, 58 hours; science, 31 hours; cultural subjects, 40 hours; psychology and education, 15 hours; elective, 6 hours; total, 150 hours.

The educational courses required are: Psychology, 5 hours; history of education, 5 hours; special methods in home economics, 3 hours; educational elective, 2 hours. The course in methods embraces "Observation of teaching, the making of lesson plans, outlines for courses of lessons, and practice teaching." The practice work is done in cooperation with the local schools.

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work.

Students.—Sixteen students graduated with professional training in 1916.

Instructors.—Four instructors provide professional training in education.

TRADES AND INDUSTRIES.

Nature and scope.—Students preparing to teach manual arts may register for the general four-year curriculum in education and elect work in manual arts. The distribution of the work in this curriculum, with manual arts included, is as follows: Technical manual arts, 40 hours; science, 15 hours; cultural subjects, 40 hours; psychology and education, 35 hours; elective, 20 hours; total, 150 hours.

The required work in education includes psychology, 5 hours; history of education, 5 hours; educational psychology, 3 hours; adolescence, 5 hours; school hygiene, 2 hours; experimental psychology, 5 hours; principles of education, 3 hours; the high school, 3 hours; State manual, 2 hours; special methods of teaching manual arts, 2 hours. Opportunity is provided for practice teaching in the local public schools.

Requirements for registration.—Fifteen units of high-school work and one year of collegiate work.

Students.—No students are registered for this special curriculum and none graduated from it in 1916.

Instructors.—Four instructors provide the special training in manual arts education.

Two-year curriculum.—A two-year curriculum for teachers in manual arts is also provided. This includes 40 hours in manual arts, 15 hours in education, 10 hours in English, and 15 hours in elective work, making a total of 80 hours.

GENERAL REMARKS.

Certification.—"Under the authority conferred upon it by the school law of 1909 the board of regents of the college will grant State college normal diplomas to graduates of the college who have completed not less than 12 semester hours in the department of education, and State college life diplomas to those who, in addition to completing the required 12 semester hours in the department of education, present evidence of 24 months of successful teaching experience; provided that not less than 10 of the required 12 semester hours be selected from courses other than method courses in special subjects."

WEST VIRGINIA UNIVERSITY.

AGRICULTURE.

Nature and scope.—Students preparing to teach agriculture and to qualify for the State teacher's certificate may elect at the beginning of the junior year the agricultural education option of the four-year curriculum. Students in any of the agricultural options also may elect 20 hours' work in the department of education and qualify for the State teacher's certificate. In either case, the distribution of the work, exclusive of military training, is about as follows: Technical agriculture, 34 hours; science, 38 hours; cultural subjects, 20 hours; education, 20 hours; elective, 31 hours; total, 143 hours.

The available educational courses include history of education, 3 to 8 hours; philosophy of education, 6 hours; school administration and supervision, 2 to 3 hours; principles and art of teaching, 3 hours; criticism and supervision of instruction, 3 hours; psychology of learning and teaching, 3 hours; educational psychology, 2 hours; mental tests and measurements, 2 to 6 hours; history of agricultural education, 2 hours; high-school agriculture, 3 hours. The course in high-school agriculture includes a discussion of the subject matter suitable for a high-school course in agriculture. The second half of the course is devoted to methods of teaching agriculture from the high-school standpoint. "In addition to this, students in agriculture, under the supervision of the professor of agricultural education, give a course in general agriculture in the Morgantown high school during the second semester each year. During the second semester, 1916, each student taught 18 lessons."

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work. Proficiency in practical farm operations.

Students.—Seventeen students are registered in 1916-17 for special training in agricultural education. Eleven graduated with special training in 1916, all of whom are now engaged in teaching agriculture.

Instructors.—Four instructors provide the special instruction in education.

HOME ECONOMICS.

Nature and scope.—The regular four-year curriculum in home economics includes some educational courses and offers abundant opportunity for election. The distribution of the work for those preparing to teach is about as follows: Technical home economics, 36 hours; science, 15 hours; cultural subjects, 27 hours; education, 20 hours; elective, 30 hours; total, 128 hours. The educational courses available are listed under agriculture. In place of the course in high-school agriculture, home economics students may take a similar one in "home economics in public schools."

This course includes practice teaching and each student is required to "carry a class in sewing during the first semester, and cooking during the second semester in a first-year high school under the supervision of the professor in home economics. In addition, students in their senior year give practical teaching by assisting in the regular home economics classes in the high school."

Requirements for registration.—Fifteen units of high-school work and two years of collegiate work. One semester's residence in home economics demonstration cottage.

Students.—Ten women are registered in 1916-17 for special training in home economics education. Four students graduated with special training in 1916, all of whom are now teaching or supervising school work in home economics. Two 1916 graduates from the regular curriculum are also engaged in teaching home economics.

Instructors.—Same as for agriculture.

TRADES AND INDUSTRIES.

Nature and scope.—While the university catalogues no special curriculum for those who desire to teach the industrial arts, abundant opportunity is provided through combination curricula. Many very desirable courses are offered in manual arts, and these are open to election by students in other colleges of the university. Students in the arts and science curriculum may select education as their major and elect courses in mechanic arts to the extent of 32 hours.

GENERAL REMARKS.

Certification.—"Graduation from the university with not less than 20 semester hours in education will secure recommendation for high-school and for supervisor's certificates according to the following regulations:

"1. No courses in education will be counted as part of the 20 hours unless approved by the department of education.

"2. Persons who have received advanced standing in education must do at least 10 semester hours in regular college courses. These courses must not repeat those taken in another school, and they must be advanced work.

"3. Only a limited number of hours done in the summer school may be counted toward certification.

"4. Candidates for certification must demonstrate their fitness for recommendation by successful teaching practice courses.

"5. For the supervisor's certificate not less than five hours must be taken in administration and supervision."

UNIVERSITY OF WISCONSIN.

AGRICULTURE.

Nature and scope.—Students preparing to teach agriculture may major in any of the departments of the college of agriculture and select as electives the work in agricultural education which leads to a university teacher's certificate in agriculture. The work of the first two years is the same for all agricultural students. During the last two years considerable freedom in the choice of courses is allowed. Candidates for the university teacher's certificate, however, are required to take at least 15 hours in psychology and education and are advised to elect their technical agricultural work from certain groups of courses. The distribution of the work of the whole curriculum, exclusive of military and physical training, is about as follows: Technical agriculture, 55 hours; science, 35 hours; cultural subjects, 11 hours; psychology and education, 15 hours; elective, 19 hours; total, 135 hours.

All candidates for the university teachers' certificate are required to take the following educational courses: Agricultural education, 2 hours, methods of teaching agriculture, 2 hours, and special teachers' course in one of the technical departments.

The additional seven hours must be selected from the following: Psychology, 3 hours; history of education, 2 hours; public education, 2 hours; mental development, 2 hours; educational psychology, 2 hours; principles of education, 2 hours; educational practice, 2 hours. The work in practice teaching covers a period of nine weeks and is provided by the university high school and the local public schools.

A two-year curriculum in agriculture, including 8 hours' work in professional education, is also offered. Graduates from this curriculum "will be recommended by the director of the course for the training of teachers to receive a special license to teach agriculture in the schools of Wisconsin."

Requirements for registration (four-year curriculum).—Fourteen units of high-school work and two years of collegiate work. Six months of farm experience required before graduation.

Students.—Thirty-two men are registered in 1916-17 for the agricultural education option. Thirty-one graduated in 1916, of whom 24 are now engaged in teaching or supervising. Eight of the 1916 graduates in other agricultural options are now engaged in teaching.

Instructors.—Five instructors provide the special instruction in educational courses.

HOME ECONOMICS.

Nature and scope.—In the general curriculum in home economics opportunity is afforded for those who are preparing to teach to elect the professional educational courses required for the State teacher's certificate. With these included, the distribution of the work is as follows: Technical home economics, 36 to 40 hours; science, 29 hours; cultural subjects, 41 to 45 hours; education, 10 hours; total, 120 hours.

The professional work required for certification is psychology, 3 hours; education (choice of several courses), 5 hours; methods of teaching home economics, 2 hours. The students registering for the teacher's course in home economics must take practice teaching for 10 weeks, in which they are in observation and practice teaching daily at the Wisconsin High School. There is no regulation as to the number of lessons they shall teach. During that time they are expected to prepare the lesson for each period they are in attendance and to take part in the class work, either as a student who is studying methods, or as an instructor, as the supervisor requests. In addition to this, they have lectures in the organization of material and their laboratory work in the presentation of lessons to their own number and also laboratory practice in demonstration so as to equip them for the constant demands that are made upon home economics teachers for lectures and demonstrations before other organizations than the school. This work continues for one semester, one lecture per week and two laboratory periods, so that in both the practice teaching and the departmental teachers' course they receive what corresponds to four credits here:

Requirements for registration.—Fourteen units of high-school and two years of collegiate work with an average rank of 90. Experience in the management of a home is also required.

Students.—Thirty-six women are registered in 1916-17 for the educational courses. Twenty-seven secured the university teacher's certificate and graduated in 1916. Of this number, 25 are now engaged in teaching home economics. Four other students graduated in 1916 had taken professional training elsewhere, and are now teaching home economics.

Instructors.—Four instructors provide the instruction in the strictly educational courses.

TRADES AND INDUSTRIES.

Nature and scope.—"The manual arts department requires at least 30 credits (maximum 40), out of 128 for graduation, to be taken by students majoring in manual arts. These are technical in character and are chosen according to the line of industrial work the candidate wishes to teach." The department of manual arts is in-

cluded in the college of arts, letters, and science, and students may specialize in this subject on the major option basis. The distribution of the work for a four-year student majoring in manual arts is about as follows: Technical manual arts (including allied subjects), 47 hours; science, 10 hours; cultural subjects, 28 hours; educational courses, 9 hours; elective, 26 hours; total, 120 hours.

The strictly professional courses included in this curriculum are: Organization and administration, 2 hours; vocational education and guidance, 2 hours; teaching and supervision of manual arts, 2 hours; supervised practice, 2 hours; problems in manual training (seminar), 1 hour.

Four annual scholarships, each paying \$200, are awarded to graduates of industrial normal schools or to carefully selected mechanics having the equivalent of a high-school training.

The department of manual arts, also "conducts what is known as the mechanics institute. This institute is composed of holders of special industrial scholarships. The regents of the university have established 12 of these scholarships for the purpose of encouraging skilled craftsmen to prepare to teach industrial arts in public schools, especially public continuation schools. Each scholarship entitles the holder to an honorarium of \$60, paid at the conclusion of the institute which is held for eight weeks."

Requirements for registration (four-year curriculum with major in manual arts).—Fourteen units of high-school work and one year of collegiate work. One year's practical experience advised.

Students.—Thirty men and fifteen women are registered in 1916-17 for special training in manual arts as a major. Fourteen students completed in 1916 special training in manual arts, but not all of them graduated. Thirteen of these are now engaged in teaching.

Instructors.—Five instructors provide the special training in manual arts education.

GENERAL REMARKS.

Certification.—"In accordance with the statutes of the State of Wisconsin, university teachers' certificates are issued to all graduates of a regular collegiate course who complete the course in pedagogical instruction prescribed by the university. This certificate, when presented to the State superintendent, entitles the holder to receive a license to teach in any public school in Wisconsin for one year, renewable for a second year after one year of successful experience. Graduates who present satisfactory evidence of good moral character and two years of successful teaching in the Wisconsin public schools, after graduation, are entitled to receive from the State superintendent an unlimited State certificate."

Graduates in agriculture "will be entitled to receive the university teacher's certificate upon the recommendation of fitness by the professor of agricultural education and upon completing as a part of their elective work courses in psychology and education equivalent to six to eight credits in addition to special courses for teachers given in the college of agriculture. A minimum of 15 credits of professional work is required."

Graduates in home economics who have completed 36 to 40 hours' work in their major (general home economics, food, or textiles) and 15 to 20 credits in their minor (food textiles or housing) "will be entitled to receive the university teacher's certificate upon the recommendation of fitness by the department of home economics and upon completing courses in psychology and education equivalent to six or eight credits in addition to the department of teachers' courses. A minimum of 10 credits and a maximum of 15 credits of professional work is required."

"Graduates in manual arts are entitled to the university teacher's certificate upon the completion of their major courses and compliance with the university rules governing the granting of the teachers' certificate."

UNIVERSITY OF WYOMING.

AGRICULTURE.

No curriculum is offered for the training of teachers in agriculture.

HOME ECONOMICS.

Nature and scope.—The regular four-year curriculum leading to the degree B. S. in H. E. combines domestic science and domestic art and includes the professional courses in education required for the first-class teacher's certificate. The distribution of the work, exclusive of physical training, is as follows: Technical home economics, 38 hours; science, 36 hours; cultural subjects, 24 hours; psychology and education, 26 hours; total, 124 hours. "Students who wish to prepare to teach home economics in secondary schools or colleges should elect courses (in addition to above) along the line of allied sciences."

The educational courses included in the curriculum meet the requirements for certification and are as follows: Psychology, 3 hours; educational psychology, 3 hours; principles of teaching, 3 hours; history of education, 3 hours; high-school organization and administration, 4 hours; theory and practice of teaching domestic science, 5 hours; theory and practice of teaching domestic art, 5 hours. The courses in theory and practice of teaching include observation of classes, the writing of lesson plans, the management and care of the department and teaching classes in all grades under supervision, as well as planning courses of study and the equipment of laboratories at various costs. No definite period in the course will be set aside for either observation or practice. The two will go on together, so that the observation on a certain point will be followed by practice teaching with that as a particular problem. Toward the end of the course each student teacher will be expected to assume the entire responsibility for conducting some class. One hour a week throughout the session is set aside as a general discussion period, while the other four hours are given over to observation and practice in the university demonstration school under the direction of the training teacher.

Requirements for registration.—Fifteen units of high-school work and one year of collegiate work.

Students.—Twenty-six women are registered in 1916-17 for the curriculum in home economics, including education. Six graduated with professional training in 1916. Two of these are now teaching or supervising home economics in the schools.

Instructors.—Six instructors provide the special instruction in education.

TRADES AND INDUSTRIES.

No curriculum is offered for the training of teachers in trades and industries.

GENERAL REMARKS.

Certification.—"A graduate of the four-year course for the training of high-school teachers is entitled to the professional first-class certificate, the highest grade certificate the State offers."

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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1917, No. 39

TEACHING ENGLISH TO ALIENS

A BIBLIOGRAPHY OF TEXTBOOKS
DICTIONARIES AND GLOSSARIES
AND AIDS TO LIBRARIANS

COMPILED BY

WINTHROP TALBOT, M. D.

*Adviser in Alien Education, Bureau of Industries and Immigration
New York State Industrial Commission*



WASHINGTON
GOVERNMENT PRINTING OFFICE

1915

BULLETIN OF THE BUREAU OF EDUCATION FOR 1917.

NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted.

A complete list of available publications will be sent upon application.

- *No. 1. Monthly record of current educational publications, January, 1917. 5 cts.
- *No. 2. Reorganization of English in secondary schools. J. F. Hasic. 20 cts.
- *No. 3. Pine needle basketry in schools. W. C. A. Hammel. 5 cts.
- No. 4. Secondary agricultural schools in Russia. W. S. Jesien.
- *No. 5. Report of an inquiry into the administration and support of the Colorado school system. Katherine M. Cook and A. C. Monahan. 10 cts.
- No. 6. Educative and economic possibilities of school-directed home gardening in Richmond, Ind. J. L. Randall.
- No. 7. Monthly record of current educational publications, February, 1917.
- No. 8. Current practice in city school administration. W. S. Deffenbaugh.
- No. 9. Department-store education. Helen R. Norton.
- No. 10. Development of arithmetic as a school subject. W. S. Monroe.
- *No. 11. Higher technical education in foreign countries. A. T. Smith and W. S. Jesien. 20 cts.
- No. 12. Monthly record of current educational publications, March, 1917.
- No. 13. Monthly record of current educational publications, April, 1917.
- *No. 14. A graphic survey of book publication, 1890-1916. F. E. Woodward. 5 cts.
- No. 15. Studies in higher education in Ireland and Wales. George E. MacLean.
- No. 16. Studies in higher education in England and Scotland. George E. MacLean.
- No. 17. Accredited higher institutions. S. P. Capen.
- *No. 18. History of public school education in Delaware. S. B. Weeks. 20 cts.
- No. 19. Report of a survey of the University of Nevada.
- No. 20. Work of school children during out-of-school hours. C. D. Jarvis.
- No. 21. Monthly record of current educational publications, May, 1917.
- No. 22. Money value of education. A. Caswell Ellis.
- *No. 23. Three short courses in home making. Carrie A. Lyford. 15 cts.
- No. 24. Monthly record of current educational publications—Index, February, 1916, to January, 1917.
- No. 25. Military training of youths of school age in foreign countries. W. S. Jesien.
- No. 26. Garden clubs in the schools of Englewood, N. J. Charles O. Smith.
- No. 27. Training of teachers of mathematics in secondary schools. R. C. Archibald.
- No. 28. Monthly record of current educational publications, June, 1917.
- No. 29. Practice teaching for secondary school teachers. A. R. Mead.
- No. 30. School extension statistics, 1915-16. Clarence A. Perry.
- No. 31. Rural-teacher preparation in county training schools and high schools. H. W. Foght.
- No. 32. Work of the Bureau of Education for the natives of Alaska, 1915-16.
- No. 33. A comparison of the salaries of rural and of urban superintendents of schools. A. C. Monahan and C. H. Dye.
- No. 34. Institutions in the United States giving instruction in agriculture. A. C. Monahan and C. H. Dye.

(Continued on page 2 of cover.)

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1917, No. 39

TEACHING ENGLISH TO ALIENS

A BIBLIOGRAPHY OF TEXTBOOKS
DICTIONARIES AND GLOSSARIES
AND AIDS TO LIBRARIANS

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WINTHROP TALBOT, M. D.

Adviser in Alien Education, Bureau of Industries and Immigration
New York State Industrial Commission



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1918

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, July 3, 1917.

SIR: Interest in teaching the English language to those who have come from non-English-speaking countries to make their home among us has increased to such an extent that a comprehensive bibliography of textbooks and other publications on this subject is very much needed. To meet this need I am transmitting herewith for publication as a bulletin of the Bureau of Education, under the title "Teaching English to Aliens," such a bibliography prepared by Dr. Winthrop Talbot at my request and with the cooperation of the Division of Immigrant Education in this bureau.

Respectfully submitted,

P. P. CLAXTON,
Commissioner,

The SECRETARY OF THE INTERIOR.

TEACHING ENGLISH TO ALIENS: A BIBLIOGRAPHY OF TEXTBOOKS, DICTIONARIES AND GLOSSARIES, AND AIDS TO LIBRARIANS.

INTRODUCTION.

The influx of foreign speaking peoples into the United States since 1900 to the beginning of the war numbered 13,000,000. After the war there will be resumption of immigration and again millions of non-English-speaking aliens will present further problems to teachers. One of the strongest bonds of Americanism is unity of language. The fact that in America is found the largest number of persons in any country who speak the same language is a power in itself for the spreading of the gospel of Americanism, namely, of individual opportunity in the service of all.

It is with the purpose of making the teaching of English to foreigners easier for all who are engaged in the effort that this bibliography of textbooks and aids to teachers and librarians has been compiled. So gradually has the rapid flood of immigration crept upon us, and so varied and general have been the efforts to stem the tide of foreign speech, that even active workers in the field are scarcely aware of efforts that are made by coworkers. The numbers of textbooks have so multiplied to meet the varying needs presented by half a hundred races scattered in all localities throughout a continent and engaged in multifarious vocations and industries, each requiring special vocabularies, that there is need for listing the pedagogic instruments and aids which are available for selection and use.

It has seemed best to include few publications issued prior to 1900. Exceptions have been made in cases in which the total literature is scant, and in those which present some special claim for perpetuation in meeting the new and difficult demands of modern teaching.

It would be not only a thankless but Quixotic task to attempt to evaluate the texts herein listed. Just as no two classes of pupils present the same needs and no two teachers agree fully on the details of teaching, so no two textbooks may properly be made the subject of comparison and criticism as to their relative worth. The effort in compiling this list has been to give the bibliographical data as fully as possible, and when practicable to add some descriptive comment in order that the educator might be enabled to select wisely and without undue effort the particular texts which would meet his special needs.

In many cases texts prepared by foreigners for their compatriots present many points of superiority over texts prepared by Americans. It is generally a waste of time for a literate person and especially those who have had a considerable amount of schooling in their own countries to use textbooks intended for illiterates, even though these illiterates be of their race. Textbooks prepared by Swedish and Norwegian writers recognize this fact. American writers of textbooks are apt to ignore it. It is interesting and enlightening to see the degree of prior schooling which is taken for granted by Scandinavian writers.

The proper selection of textbooks is an important element in the success of evening school work. Many have succeeded with classes of clerks and business men and women because the textbooks were suited to persons who have already had considerable schooling. Conversely others have failed because the text employed is far too difficult for the unschooled pupils by whom it is used, or, perchance, because an inexperienced teacher has been led to regard the foreign adult in the same light as a child. The fact is that although limited in language and verbal resources the adult illiterate has generally a large and varied background of experience and the textbook which might be suited to the child's limited experience carries no message of value or interest to the richer intelligence of the adult.

The subject of pedagogic method in teaching English to aliens is of much importance in attaining satisfactory results and a special division of titles has been made of books which deal with method as such. As a general thing the textbooks contain in their introductions helpful hints on method. A few examples have been sufficiently noteworthy to be listed.

A division of this bibliography which may be of special help to librarians is a summary of "Aids to librarians," issued by various libraries and listed both after the general list of textbooks and in each racial division. These aids include also certain helpful lists issued by publishers and by social organizations.

A feature which has presented no little difficulty in the matter of selection is the division of dictionaries and glossaries. Again in this instance it has seemed wise to omit in general the titles of volumes published before 1900.

Owing to the fact that the subject of teaching English to aliens is rapidly demonstrating large economic value (if only in prevention of industrial accidents), we may anticipate the publication of many texts in the near future intended primarily for local use but possessing value enough to be of general interest.

Even after exercising much diligence in following up elusive texts with the editorial net it is certain that many have remained uncap-

tured, and therefore it will be an act of graciousness and of service to the public if books not listed in this edition are called to the attention of the compiler.

PEDAGOGIC METHOD.

[Numbers in margin indicate Library of Congress cards, e. g., 13—9108.]

1. **Bagster-Collins, Elijah W.** The teaching of German in secondary schools. New York, Columbia University press and Macmillan co., 1904. 232 p. Bibliography, pp. 225-321.
2. **Bahlsen, Leopold.** The teaching of modern languages. Tr. from the German by M. Blakemore Evans. Boston, New York [etc.] Ginn & company [1905] iii, 97 p. front. (port.) 23^{cm}. 5—9274
3. **Berlitz, Maximilian Delphinus.** The Berlitz method for teaching modern languages; English part. Second part. American ed. Berlin, New York [etc.] Berlitz & co., 1899. iv, 166 p. 21^{cm}. 99—3893 Revised
4. ——— Illustrated ed. for children. English part. New York, Berlitz & co., 1901. 112 p. illus. (partly col.) 8°. 1—19797
5. ——— 1910. 14—5155
6. ——— *Méthode Berlitz pour l'enseignement des langues modernes. Éd. illustrée pour les enfants. Partie française.* New York, M. D. Berlitz; [etc., etc.] 1914. 112 p. illus. (part col.) 20½^{cm}. \$1.00. 6—19414
7. ——— Second book for teaching modern languages. English part for adults. New, rev., American ed. New York, M. D. Berlitz; [etc., etc.] 1906. vi, 173 p. 20½^{cm}. 10—13204
8. **Bolenius, Emma Miller.** The teaching of oral English. Philadelphia, J. B. Lippincott co., 1914. 214 p. 12°.
9. **Brebner, Mary.** The method of teaching modern languages in Germany; being the report presented to the trustees of the Gilchrist educational trust on a visit to Germany in 1897, as Gilchrist travelling scholar. Cambridge, The University press, 1909. vii, 71 p. 19^{cm}. "First edition, 1898. Reprinted 1898, 1899, 1904, 1909." Bibliography: p. [69]-71.
10. **Breul, Karl.** The teaching of modern foreign languages and the training of teachers. 3rd ed. rev. and enl. Cambridge, England, Cambridge University press, 1907. 1 shilling, 6d.
11. **Carpenter, George R., Baker, Franklin T., and Scott, Fred N.** The teaching of English in the elementary and secondary school. New York, Longmans, Green, and co., 1903. 380 p. (American teachers' series) Contains much that is helpful as to method with adults also.
12. **Chancellor, W. E.** Standard short courses for evening schools. New York, American book co., 1911.
13. **Committee of twelve.** Report on modern languages to the Modern language association at its meeting held in Charlottesville, Virginia, 1898. In Report of the U. S. Commissioner of education for the year 1897-98. v. 2. Washington, Government printing office, 1899. p. 1391-1435.
14. **Cortina, Raphael Diez de la.** Practical instructor: Basic principles of pedagogy in teaching languages. New York, R. D. Cortina co.

15. **Eggert, Bruno.** Der psychologische zusammenhang in der didaktik des neu-sprachlichen reformunterrichts. Berlin, Reuther und Reichert, 1904. 74 p.
16. **Goldberger, Henry H.** Methods of teaching English to foreigners. In *The school and the immigrant*. New York, Department of education, 1915. p. 21-41. (Publication 11)
17. ——— Syllabus for teaching English to foreigners. New York, Public evening school 25.
Bibliography of methods and texts; general directions; organization of classes, time schedule; plan for teachers; themes; drill; conversation; reading; expressions for correction; memory games; spelling; composition; arithmetic; oral composition with large variety of practical subjects. Typewritten and multigraphed.
18. **Goldwasser, Israel Edwin.** Method and methods in the teaching of English. Boston, New York [etc.] D. C. Heath & co. [*1913] [v]-viii, 301 p. 19^{cm}. \$1.00. 13—9108
19. **Gouin, François.** The art of teaching and studying languages. Tr. from the French by Howard Swan and Victor Bétis . . . 5th ed. London & Liverpool, G. Philip & son, 1896. xxiii, 407 p. 19^{cm}.
20. ——— A first lesson in French. Tr. from the French by Howard Swan and Victor Bétis. New York, Longmans, Green & co., 1904. 75 p.
21. **Handschin, Charles Hart.** The teaching of modern languages in the United States. Washington, Government printing office, 1913. 154 p. (U. S. Bureau of education. Bulletin, 1913, no. 3)
Contains an elaborate bibliography, chronologically arranged.
22. **Isnard, B. J.** Hints on language as a means of mental discipline. In Genoa. R. Instituto tecnico industriale-professionale e di marina mercantile della provincia di Genova. Atti. Genova, 1868-69. 27^{1/2}^{cm}. v. 2, p. [711]-790. 10—19899†
23. **Ives, M. I.** Illustrated phonics; a textbook for schools. New York, Longmans, Green, and co., 1909. 122 p.
24. **Jespersen, Otto.** How to teach a foreign language. Translated from the Danish original by Sophia Y.-O. Bertelsen. New York, Macmillan co., 1904. 194 p.
Bibliography, p. 193-4.
25. **Kirkman, F. B.** The teaching of foreign languages; principles and methods. London, University tutorial press, 157 Drury Lane, W. C., 1909. 112 p.
26. **Krause, Carl A.** The direct method in modern languages. New York, Charles Scribner's sons, 1916. 139 p.
Contains important bibliography continuing the bibliography of Handschin to date.
27. **Leiper, M. A.** Teaching language through agriculture and domestic science. Washington, Government printing office, 1912. (U. S. Bureau of education. Bulletin, 1912, no. 18)
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30. **Noiré, Ludwig.** The origin and philosophy of language. Chicago, Open court publishing co., 1917.
31. **O'Grady, Hardress.** The teaching of modern foreign languages by the organized method. London, Constable and co., 10 Orange St., W. C., 1915. 106 p.

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33. **Rippman, Walter.** Picture vocabulary in English-French.
34. **Roberts, Peter.** English for coming Americans; a rational system for teaching English to foreigners. New York, Young men's Christian association press, the Publication department of the International committee of Young men's Christian associations, 1909. 82 p. 20^{cm}.
35. ——— 1912. (Teachers' manual) 9—3733
36. ——— English for coming Canadians, teacher's manual; a rational system for teaching English to foreigners. New York [etc.] Association press [c1912] 105 p. 20^{cm}. 50 cents. 12—23751
37. ——— English for foreigners. Urbana, Ill., University of Illinois, 1914. 52 p. 8°.
38. **Scripture, E. W.** Stuttering and lisping. New York, Macmillan co., 1912. 247 p.
39. **Sweet, Henry.** The practical study of languages; a guide for teachers and learners . . . with tables and illustrative quotations. New York, H. Holt and company, 1900. xiv, 280 p. 20^{cm}. 4—13108/3
Bibliography: p. 279-280.
40. ——— The sounds of English. Oxford, Clarendon press, 1908. 140 p.
41. **Talking machines and teaching.** Modern language teaching, 8 : 23, February 19, 1912.
In 1912 or earlier Mrs. J. T. Fraer, in France, issued the first records for use on the gramophone as an aid in teaching language. These records were issued by Pathé Frères, prepared by Thomas Rosset, Grenoble, France, and obtainable from the Gramophone co., Ltd., or at Grenoble, France, from Allier Frères, 26 Cours de St. André, at 2 fr. 50 c.
Much information is obtainable about the use of records in teaching language from the Cortina co., which has used them for some years.
42. **Traugott, Friedrich [Wilhelm]** Darstellung und kritik der methode Gouin. Ein beitrage zur methodik des fremdsprachlichen unterrichts. Jena, G. Neuenhahn, 1898. 64 p. 8°. 1—G—2827
Inaug.-diss.—Jena.
43. **United States.** Bureau of education. Education of the immigrant. Washington, Government printing office, 1913. 52 p. 8°. (Bulletin, 1913, no. 51)
44. **Vištor, Wilhelm.** Elements of phonetics: English, French, and German. Trans. by Walter Rippmann. London, J. M. Dent and co., 30 Bedford St., W. C., 1907. 143 p.
45. **Wheaton, H. H.** Recent progress in the education of immigrants. In U. S. Bureau of education. Report of the Commissioner for the year ended June 30, 1914. v. 1, chap. 20- p. 425-54.
Contains: 1. The problem, p. 426; 2. Legislation affecting immigrant education; 3. Special administrative features; 4. Content of English instruction; 5. Methods of teaching; 6. Private agencies and immigrant education; 7. Special organizations; 8. Adult immigrant education in Canada.
Same. Reprinted. 1915.

GENERAL TEXTBOOKS.

46. **Andronis, Nicholas C.** The fundamentals of the English language for non-English-speaking people; including a guide to pronunciation with special drill and practice in reading. The most important principles of English grammar. Words and dialogues covering almost every phase of life. The history and government of the United States with questions and answers on the requirements for admission to American citizenship. The simplified pronunciation of all words used in the book, and their translation into several languages. Houston, Rein & sons company [c1915] xvi, 236 p. incl. illus. (ports.) col. pl. fold. map. 19^{cm}. \$1. 16—6633
47. **Austin, Ruth.** Lessons in English for foreign women; for use in settlements and evening schools. New York, Cincinnati [etc.] American book company [c1913] 159 p. illus. 19^{cm}. 13—9202
 Forty-four well-graded lessons based on the Roberts method.
48. **Axelrad, Philip.** How to learn the English language; grammar, translator and dictionary. New York, P. Axelrad, 72 Greenwich st., 1914, for sale by Caspar, Milwaukee. 472 p. 16°. \$1. 14—2503
49. **Banks, John Edwin.** English for adult students of foreign birth. Ambridge, Pa., J. E. Banks, 1914. 2nd ed. 123 p. illus. 8°. 60 cents.
 Based on the letter features of the university and conversational methods. The outcome of eight years' teaching by the engineer of the bureau of standards of the American bridge company.
50. **Barnes, Mary C.** Early stories and songs for new students of English. New York, Fleming H. Revell co., 1912. 3-145 p. 2 maps, 16 pl. 12°.
51. **Berlin, Israel.** English method. New York, Wasserman's international book store, 45 Clinton st. 35 cents.
52. ——— First English book. New York, Wasserman's international book store, 45 Clinton st. paper, 15 cents.
53. **Berlitz, Maximilian D.** Business English. New York, M. D. Berlitz, 30 W. 34th st. 75 cents.
54. ——— English Berlitz method. First book. New York, M. D. Berlitz, 30 W. 34th st. \$1.
 Second book, \$1.
55. ——— English idioms and grammar. New York, M. D. Berlitz, 30 W. 34th st. \$1.
56. ——— English literature. New York, M. D. Berlitz, 30 W. 34th st. \$1.50.
57. ——— Second book for teaching modern languages. English part for adults. New rev., American ed. New York, M. D. Berlitz; [etc., etc.] 1906. vi, 173 p. 20¹/₂^{cm}. 6—19414
58. **Beshgeturian, Azniv.** Foreigners' guide to English. New York, Immigrant publication society. 75 cents.
 See also edition published by the World book co., Yonkers, N. Y., 1914. 60 cents.
 Graded lessons based on grammatical form and phonics; well illustrated with common objects and occupations.
59. **Beverly, Clara.** Oral English. Chicago, Atkinson, Mentzer & co., 1914. 2 vols. 156 and 154 p. illus. each, 35 cents. E 14—436
 Book 1 for teachers' use; book 2 for pupils' use.
60. **Black, Norman Fergus.** English for the non-English. Regina, Sask., Regina book shop, limited [c1913] 211 p. 20^{cm}. \$1.50. 13—9771
 Bibliography: p. 156-167.
61. **Bolenius, Emma Miller.** Teaching of oral English. Philadelphia, Lippincott, 1914. xii, 214 p. 12°. \$1. 14—12830

62. **California.** Commission of immigration and housing. The home teacher. The act, with a working plan and forty lessons in English. Pub. by the Commission of immigration and housing of California . . . [Sacramento] California state printing office, 1916. 50 p. 22½¢. 16—21171
63. **Chancellor, William Estabrook.** Reading and language lessons for evening schools. New York, Cincinnati [etc.] American book company [1904] 112 p. illus. 19¢. 4—36994
64. ——— Reading and language lessons for evening schools, with an introduction by Mrs. Montayne Perry. New York, American book co., 1912. xvi, 112 p. illus. 12¢. 30 cents. 12—12449
Well selected readings, accompanied in every case with an illustration of the object.
65. ——— Standard short course for evening schools. New York, American book co., 1911. 5-259 p. illus., front. 12¢. 50 cents. E 12—7
Easy approach to English, even for illiterate pupils. Includes reading, spelling, arithmetic, civil government, and physiology.
66. ——— Studies in English for evening schools. New York, American book co., 1904. 30 cents. 4—17700
Practical presentation of English grammar for second-year classes of adults.
67. **Christinides, Manuel Demetrius.** English for immigrants. 1st book. New York [The author, 1914] 18¢. 14—20798
68. **Christoff, Athanasios Toleff.** Practical reader and guide book for new Americans. Kansas City, Kan., Distributed by Maunder-Dougherty company, 1915. 122 p. col. front. 19½¢. 75 cents. 15—6011
Well-arranged book by a foreigner to meet the needs of foreigners.
69. **Clark, Helen F.** Foreigner's manual of English. The rational method for teaching English to foreigners. English spoken from the beginning and English only. New York, W. B. Harison, 1892. [176] p. 23½¢. 75 cents. 14—1221
70. **Cole, Raymond E.** Everyday English for every coming American; a textbook and notebook combined, for teaching English to foreigners. Cleveland, Ohio, Y. M. C. A. Educational department, 1914. 160 p. paper. 12¢. E 14—1112
71. **Committee on the cost and labor of English teaching.** Report on the cost and labor of English teaching. Lawrence, Kans., E. M. Hopkins, 1913. 5 cents.
72. **Cooley, Mrs. Alice (Woodworth)** Language teaching in the grades. Boston, New York [etc.] Houghton Mifflin company [1913] vii, [1], 87, [1] p. 18¢. (Riverside educational monographs, ed. by H. Suzzallo) 35 cents. 13—7930
73. ——— and **Webster, W. F.** The new Webster-Cooley course in English. Boston, New York [etc.] Houghton Mifflin company [1909] 2 v. illus. 19½¢. \$1. 9—26301
74. **Cortina, B[aphael] Diez de la.** English in English, illustrated. A short and concise textbook to be used as a guide for the correct use of Inglés en veinte lecciones. 1st ed. New York, R. D. Cortina company, 1906. 220 p. illus. 19¢. (Cortina method, no. 6) \$1. 5—41556
Conversational method for persons who have had elementary schooling.
75. **Crist, Raymond F.** See United States.
76. **Cunningham, Catharine Josephine.** A first book for non-English-speaking people. Boston, D. C. Heath & co., 1906. 125 p. 19½¢. 6—38520
Published in 1904 under joint authorship of W. L. Harrington and Catharine J. Cunningham.
77. ——— Language lessons to accompany the First book for non-English-speaking people. Boston, D. C. Heath & co., 1906. 47 p. 18½¢. 6—38520
Published in 1904 under joint authorship of W. L. Harrington and Catharine J. Cunningham.
78. **Dana, Emma L.** Makers of America. New York, Immigrant publication society, 1916.
For the use of foreigners in night schools and libraries as a 2nd or 3rd book in English.

79. **Faustine, Madeline, and Wagner, Mary E.** A new reader for evening schools, adapted for foreigners; with an introduction by H. C. Missimer . . . New York, Philadelphia, Hinds, Noble & Eldredge [1909] vii, [1], 148 p. illus. (1 col.) 20^{cm}. 50 cents. 9—29817
Practical elementary textbook. Syllabic method of teaching reading. Vocabularies; grouped by subjects in Swedish, Polish, Italian, and German.
80. **Field, Wilbur Stanwood, and Coveney, Mary E.** English for new Americans. New York, Silver, Burdett & co., 1911. 352 p. illus. 12^o. 60 cents.
Well graded lessons with objects illustrated. Vocabulary in ten languages.
Systematic elementary lessons with reference vocabulary translated into Armenian, Arabic, Italian, Spanish, Greek, Swedish, Polish, Lithuanian, Russian, and Yiddish. 11—30031
81. **Grove, Glen A.** One hundred lessons in English; a textbook embracing the essentials of practical English, for use in commercial schools, high schools, and others desiring a short course. New York, S. S. Grove, 1914. 399 p. 19¹/₂^{cm}
82. **Gouin, François.** The art of teaching and studying languages. Tr. from the French by Howard Swan and Victor Bétis. 2d ed. London, G. Philip & son; New York, C. Scribner's sons [1892] xxiii, 407 p. 19^{cm}. 2—29385
83. **Harrington, Walter Leo, and Cunningham, Catharine J.** A first book for non-English-speaking people. Boston, D. C. Heath & co., 1914. 125 p. 19^{cm}. 25 cents.
Simple actions and objects. Helpful introduction for teachers.
84. ——— Language lessons to accompany the First book for non-English-speaking people. Boston, D. C. Heath & co., 1904. 47 p. 18¹/₂^{cm}. 4—8672
Vocabulary is one of action.
85. ——— and **Moore, Agnes C.** A second book for non-English-speaking people. Boston, D. C. Heath & co., 1904. 140 p. 19^{cm}. 14—1219
Published in 1906 under authorship of Agnes C. Moore.
86. **Houghton, Frederick.** First lessons in English for foreigners in evening schools. New York, American book co., 1911. 5–150 p. front. illus. 12^o. 40 cents.
Common objects—minerals, tools, etc.—are used to illustrate sentence building. Illustrated with views of cities and industries. Vocabulary in English, German, Polish, Italian, and Yiddish.
87. **Hülshof, John Ludwig.** Reading made easy for foreigners. First[-third] reader. New York city, Hinds, Noble & Eldredge [1909] 3 v. 2 double maps. 19¹/₂^{cm}. 9—17223
Well-graded lessons for children: especial stress on reading and articulation. Presents a background of American history; gives many poems. The third volume contains the Declaration of Independence and the Constitution.
88. **Jimperieff, Mary.** Progressive lessons in English for foreigners: first year. New York, Ginn & co., 1915. x, 132 p. illus. 12^o. 40 cents. E 15—1893
Lessons on actions and objects. Especial emphasis laid upon articulation.
89. **Langah, D.** Pronouncing vocabulary. St. Louis, D. Langah, 1915. paper, 25 cents.
For use in connection with his citizen's manuals.
90. **Mintz, Frances Sankstone.** A first reader for new American citizens; conversational and reading lessons. New York, The Macmillan company, 1910. xiv, 188 p. front., illus. 19^{cm}. 50 cents. 11—5635
Simpler than her "New American citizen."
91. ——— The new American citizen; a reader for foreigners. New York, The Macmillan company, 1909. xvii, 206 p. front., illus., map. 19¹/₂^{cm}. 9—17995
Contains music.
92. ——— Practical speller for evening schools. New York, Macmillan, 1910. vii, 118 p. 12^o. 25 cents.

93. **Montgomery, George Bedington.** Talking English; a pronouncing manual for teaching the English language. 3d ed. New York city, G. R. Montgomery, 1915. xiv, 217 p. illus. 21½^{cm}. 90 cents. 15—25727
94. ——— English for foreigners. Boston, New York [etc.] Houghton Mifflin company [1909-12] 2 v. fronts. (v. 2, map) illus. 20^{cm}. 9—10149
Map on lining-paper of v. 1.
Book [1] is designed for beginners; book 2 for those who "have already acquired a working knowledge of oral and written English."
95. **Morgenstern, Louise I.** Lip-reading for class instruction. New York city, Hinds, Noble & Eldredge [1916] xxxii, 162 p. 20½^{cm}. 80 cents.
"An outline of this book was published originally as articles in the Volta review (Washington D. C.)" 16—0783
96. **New York (city) Education department.** A syllabus for the teaching of English to Grade C classes in the elementary day schools, and a Syllabus for the teaching of English to foreigners in the evening schools. 1906.
97. **O'Brien, Sara Redempta.** English for foreigners. Boston, New York [etc.] Houghton Mifflin company [1909-12] 2 v. fronts. (v. 2, map) illus. 20^{cm}.
Map on lining-paper of v. 1.
Book [1] is designed for beginners; book 2 for those who "have already acquired a working knowledge of oral and written English." 9—10149
98. **O'Reilly, Mary.** English book for foreigners; designed as an assistant in the teaching and studying of English. Illus. by Bess Devine. Chicago, Flanagan, 1911. 7-64 p. col. front. 12°. paper, 15 cents.
99. **Phillips, Abbie Frye.** English grammar for Latin Americans; essential principles and correct forms of speaking and writing. Boston, New York [etc.] Silver, Burdett and company [1916] xi, 188 p. 18½^{cm}. 16—22822
100. **Price, Isaac.** Direct method of teaching English to foreigners. Books I and II. New York, Frank D. Beattys & co., 1913. 144 p. illus. 12°. 45 cents.
Well-ordered elementary lessons. Gouin method.
Contains map of the United States and good reading lessons. 13—10118
101. **Prior, Anna, and Ryan, Anna I.** How to learn English; a reader for foreigners. New York, The Macmillan company, 1911. viii, 257 p. illus. 19½^{cm}. 55 cents. 11—28883
The questions make it a handbook also for the teacher.
102. **Roads, Charles, Fitcher, C. P., and Bennett, W. Q.** Studies for immigrants; a reader for second year's work, or for immigrants with some knowledge of English. New York, Cincinnati, The Abingdon press [1915] 84 p. pl., 2 port. (incl. front.) map. 18½^{cm}. 17—304
A reader intended to supplement Roberts's leaflets.
103. **Roberts, Peter.** English for coming Americans. Beginners' Readers 1 and 2. New York, Association press, 1915. 50, 61 p. 12°. paper, each, 15 cents.
Exercises in the Roberts' method of teaching English by ear. Useful mainly for the teachers.
104. ——— Beginners' reader, 3. New York, Association press, 1916. paper, 20 cents.
105. ——— First reader. New York, Association press, 1915. 172 p. 12°. paper, 15 cents.
106. ——— Second reader; readings and language lessons in history, industries, and civics. New York, Association press, 1912. 6-212 p. 8°. paper, 15 cents.
107. ——— Readings and language lessons in history, industries, and government. New York, Association press, 1910. 196 p. diagrams. 8°. paper, 50 cents. 10—5037
Graded lessons suitable for the beginners.

108. **Roberts, Peter.** Teachers' manual. New York, Association press, 1909. 50 cents; paper, 35 cents.
Students' lesson leaves, 4 series, each 5 cents. Series A, in chart form, \$1.50; conversation cards for series B and C, 50 cents.
109. ——— English for coming Canadians. First reader, winning qualities. New York, Association press, 1913. 40 p. 12°. paper, 15 cents.
110. ——— Second reader. New York, Association press, 1913. 66 p. 12°. paper, 20 cents.
111. ——— and others. English for foreigners. Urbana, Ill., University of Illinois, 1914. 52 p. 8°. (Illinois miners' and mechanics' institutes. Bulletin no. 3) paper, gratis. A 15—623
112. **Sharpe, Mary F.** First reader for foreigners. New York, American book co., 1911. 170 p. illus. 40 cents.
Simple reading lessons for women. Sentence drill, illustrated with scenes from every-day life.
113. **Shearer, J. W.** English for foreigners: a pronouncing speller. New York, W. R. Jenkins, 1915. boards, 35 cents.
114. ——— A pronouncing speller for foreigners; a combination method of instruction for quickly teaching English pronunciation to foreigners. New York, William R. Jenkins co., 1914. 144 p. illus. 12°.
115. **Swingle, Frank Bell.** English for evening schools. Racine, Wis., F. B. Swingle, 1907. boards, 45 cents. 7—36988
116. **Talbot, Winthrop.** Language lesson units; a means for teaching English to aliens in industry. Flushing, Long Island, N. Y., Published by the author, 1917.
117. ——— Language lesson units; for teaching English to alien workers. Flushing, L. I., New York, Published by the author, 1918.
118. **Tesson, L.** Reading and conversation. Boston, Palmer co., 1916. 25 cents.
119. **Thémoin, F. and Yates, M. F.** English lessons on the Gouin method: First book for children. London, Hachette & co., 1913. 150 p. 50 cents.
120. ——— and **Smith, J. P. G.** English lessons on the Gouin method. vol. 1, 178 p; vol. 2, 164 p. London, Hachette & co., 1916. \$1 each vol.
121. ——— and **Landrieux, R.** Commerce et correspondance commerciale: français-anglais et anglais-français; opérations commerciales contenant 2,000 formules groupées de manière à former un texte continu. London, Hachette, 1916. 260 p. \$1.50.
122. **Thorley, W. C., comp.** English reader for foreign students. New York, Macmillan, 1913. net, 65 cents.
123. ——— A primer of English for foreign students. London, Macmillan and co., limited, 1910. xiv, 276 p. incl. front., illus., ports., maps. col. pl. 19^{cm}. 60 cents. 10—24511 Revised
124. ——— ——— New York, Macmillan co., 1914. illus. 282 p.
125. **Tudic, S. P.** Slav nations. New York, Doran, 1915. 50 cents.
126. **Turrell, Charles.** The aid to memory, or A complete treatise of analogy between the French and English languages. 2d ed. [London, Longmans & co. [etc.] 1843] 124 p. 18^{cm}. 10—25985†
127. **United States.** Bureau of naturalization. Textbook for teaching English to foreigners, ed. by Raymond F. Crist. Washington, Government printing office.

In press, to be issued early in 1918.

This textbook is the result of the combined experience and contributions of teachers and educational authorities in many parts of the country and will embody the best they have to offer.

128. **Vitali, Angelo.** Easy practical course in English for foreigners. 2nd. ed. Brooklyn, A. Vitali, 246 President st., 1911. \$1.
Contains both reading lessons and sentence drill.
129. **Wallach, Mrs. Isabel (Richman)** A first book in English for foreigners; designed especially for adults. New York, Boston [etc.] Silver, Burdett and company [°1906] 152 p. col. front., illus. 19½^{cm}. 6—16492
Simple graded reading and spelling lessons.
130. ——— A second book in English for foreigners. New York, Boston [etc.] Silver, Burdett and company [°1910] 256 p. incl. front., illus. 19^{cm}. 50 cents.
Lessons based on American history and on business practice. 10—1459
131. **Weineck, Oscar.** A common sense guide to English for foreigners. New York, F. W. Christern, Dyrsen & Pfeiffer, succ. [°1893] xii, 265 p. double map. 19^{cm}. 14—6151
132. **Wheeler, Charlotte.** The new speller for foreigners; a sounding and pronouncing system. [San Francisco, Alex. Dulfer ptg. co., °1913] 56 p. 23½ x 13½^{cm}. 30 cents. 13—10979
133. **Young men's Christian association, Brockton, Mass. Immigration and industrial committee.** The Shoe city reader; a text book for the use of adult foreigners who are beginners in the study of the English language. Pub. by the New American association, Brockton, Mass. Comp. by Guy D. Gold, secretary Immigration and industrial committee Young men's Christian association. Brockton, Mass., Standard printing co. [°1914] 48 p. illus. 20^{cm}. 10 cents. 14—2239

DICTIONARIES.

134. **Markowitz, Alfred Junius, and Starr, Samuel.** Vocabulary of common words in English, Italian, Russian and Yiddish. New York, Cincinnati [etc.] American book company [°1914] 46 p. 19½^{cm}. 15 cents. 14—13264
135. **Somogyi, Edward.** Vocabulary of the English, German, French, Italian, and Hungarian languages in one alphabet. Budapest, Zsigmond Robicsek, 19—? 2 v. 8°. Paged continuously.
136. **American library association. Committee on books in foreign languages for traveling and public libraries.** Report, 1916. In Proceedings, 1916. p. 338-339.

AIDS TO LIBRARIANS.

137. **Baer, Joseph.** Slavic bibliography. Catalog no. 579. Balkan peninsular and Greek archipelago—Byzantine, Venetian, Ottoman period, New Greece, geography, travels, Greek church, Palestine and the crusades, neo-Hellenic and Albanese literature. Frankfurt am Main, 1910. p. 234. 10°.
138. **Bridgeport, Conn. Public library.** Aids for foreigners learning English. 1916. Library journal, 21 : 513, 1916.
A list of textbooks
139. **California library association, Merced, Cal.** Report of the fourth district branch, November 22, 1914.
Letter from State Librarian J. L. Gill's summarizing work done with foreigners
140. **Carnegie library, Pittsburgh, Pa.** Fiction in foreign languages. See Classified catalogue and lists of additions.
Annotated.
7081°—18—2

141. **Chicago, Ill. Public library.** Book bulletin for April, 1914.

This bulletin deals with the book needs of the foreign-born. The library has for circulation books in 17 different languages, numbering 62,241 volumes. So great is the demand at some of the branches that the shelves set aside for foreign books are nearly always empty—the volumes being borrowed as fast as they are returned. At the headquarters of the Women's trade union league collections are on deposit, many of the young women who frequent these quarters being wholly unable to read English. Here, as elsewhere, the books in foreign tongues have a liberal inclusion of material on citizenship, naturalization, etc., and there are volumes dealing with the history and customs of the United States. Books of this character are eagerly read. The need for the distribution of the foreign books through the branch and other deposits is shown by population maps. The most numerous are the Yiddish groups, while the largest groups are the Bohemian, Polish, and Italian.

142. ——— Books in foreign languages added to the library during the year 1907. Bulletin no. 80. 15 p. 8°. 3 cents.

143. ——— 1908. Bulletin no. 85. 8 p. 8°. 3 cents.

144. ——— 1909. Bulletin no. 90. 15 p. 10°. 3 cents.

145. **Cincinnati, O. Public library.** Finding list of French, Italian, and Spanish prose fiction. 24 p. 1904.146. **Cleveland, O. Public library.**

Quincy branch was opened on East 79th street, especially for the German, Bohemian, and Hungarians who are settling in this district in large numbers. On February 10, 1914, the Alta branch was located on Cleveland Heights in "Little Italy." The Alta branch is in the Alta settlement, which has also a gymnasium and swimming pool, together with social reading rooms for men and boys.

147. **Detroit, Mich. Public library.** Books for foreigners learning English. Detroit, 1916. 16 p.

1. Readers, grammars, and handbooks. 2. Books on naturalization and citizenship. 3. Books about America.

148. ——— Useful books in evening schools for foreigners. Detroit, Mich., Library commission, 1916. 8 p. paper.

149. **Farrar, Ida F.** Books about America for new Americans. Compiled for the Massachusetts free public library commission. n. d.

150. Foreign book catalogues, especially French, German, and Italian. Boston, Ritter & Flebbe, 120 Boylston st. Literarische Neuigkeiten. Quarterly.

151. Foreign book catalogues, especially French, German, Italian, and Spanish. Children's books in foreign languages. Boston, Schoenhof book co., 128 Tremont st.

152. **Haverhill, Mass. Public library.** Haverhill mounted picture collection. John G. Moulton. Bulletin bibl., April, 1914. p. 32-33.

This bulletin contains directions for selecting and mounting pictures. The library uses sheets of "seconds" of mounting card, 22 x 28" at about \$3.25 per hundred. Each sheet is cut into four parts, 11 x 14. Cutting costs 40 cents a hundred, making each mount cost about $\frac{1}{4}$ of a cent. The best weight is 10-ply; the best color for black and white photographs and half-tones is steel or ash gray, and for carbon photographs and colored prints, buff or brown. Paste is made from a prepared powder used in shoe factories, costing 50 cents for five pounds. All pictures are mounted well and permanently.

Popular subjects are chosen, such as reproductions of paintings and sculpture, portraits, pictures of places, animals, birds, flowers, trees, articles of commerce and science, and illustrations of trades and occupations. Expensive photographs are not used. Many pictures are cut from duplicate magazines and discarded books. Perry pictures and similar prints, post-card, and portfolios of local views collected on vacation trips are used.

The pictures are stored upright on wooden shelves 14 $\frac{1}{2}$ " wide. Each shelf is divided into pigeonholes 12 x 4 $\frac{1}{2}$ ", and pictures are crowded in rather closely. The pictures are numbered in one corner of the back, and the pigeonholes are labeled. Pictures of paintings are arranged alphabetically by artists. Portraits, when the artist is unknown, are arranged alphabetically by the person, and with the portraits are grouped all pictures associated with the subject and his work. All other pictures are classified by the decimal system. The collection has proved to be practical, useful, and popular but it requires much care and is rather expensive, as to be really efficient it must be large and constantly growing.

153. **Holding, Anna L.** Books about America, in foreign languages: Compiled to aid in the selection of books for foreigners. New York libraries, 2 : 92-98, April, 1910.

An initial attempt to gather together titles of books which will give the alien information such as he would gladly obtain if presented to him in his own language.

154. **Mabie, H. W.** Blue-book of fiction. Foreign fiction. Cincinnati, Globe-Wernicke co., 1911. 6 p.

155. **Massachusetts.** Free public library commission. A few inexpensive and useful books for foreigners. Typewritten.

156. ——— Foreign periodicals.

This list has been prepared by Miss J. Maud Campbell, director of work with foreigners, Massachusetts library commission. It includes a list of 37 selected foreign periodicals in 23 foreign languages, and gives data for ordering the publications.

157. ——— Report. *In Library journal*, 39 : 162, February, 1914.

Sam for 1916.

158. **Minneapolis, Minn.** Public library. Books for new Americans, February, 1916.

1. For beginners in English. 2. Citizenship. 3. Minnesota. 4. Industries and daily life. 5. Some interesting books in English.

159. **New Bedford, Mass.** Public library. Supplement. Monthly bulletin, June, 1907. p. 517-518.

160. **New York (City) Public library.** Books for foreigners learning English, 1915.

161. ——— Catalogo dei libri Italiani che travansi presso il dipartimento di circolazione. 31 p. 8°. paper.

162. ——— Current periodicals in circulating department. Periodicals in foreign languages. 1910. 2 p.

163. ——— Great industries of America; short list of books for boys and girls on lumbering, mining, cattle ranching, etc., for the seventh and eighth grades and high school students. 2 p. 12°. paper.

164. ——— List of books for foreigners who wish to learn English. Monthly list of additions, January, 1907. p. 71-72.

165. ——— Picture collection.

The New York public library lends pictures, as well as books. The collection of prints, engravings, and other pictures in the Art and prints division at the central building is for use in that building only; but there are pictures which may be borrowed through the branch libraries. They are in room 100, central building, where readers may go to borrow them on any week day from 9 a. m. to 6 p. m. The room is also open on holidays, but not on Sundays. If, however, it is not convenient for any one to go to the central building, the nearest branch library will forward a request, and the pictures will be sent to the branch by messenger.

The pictures are arranged alphabetically by subject, and are on pulp board mounts of uniform size (13½ by 17½ inches). They are filed vertically in boxes made for the purpose.

There are about 49,000 pictures and about 10,000 postcards. There is no arbitrary limit upon the number of pictures which may be borrowed at a time. The number lent depends on the amount of material owned on any subject and upon the extent of the demand. There is no list of the subjects represented in this collection, since additions to the collection are made so frequently that such a list would be out of date in a few days. If the subject desired by any reader is not represented in the collection, a picture on that subject can frequently be obtained within a short time.

166. **Newark, N. J.** Public library. Various lists.

Multigraphed.

167. **Providence, R. I.** Public library. Multigraph lists. Books on America for non-English speaking people. 1911.

168. **Reid, Marguerite, and Moulton, J. G., comps.** Aids in library work with foreigners. Chicago, American library association, 1912. 24 p. 10 cents.
 Reprinted from Massachusetts library club. Bulletin 2, March, 1912. p. 35-37.
 Contains lists of books for learning English for non-English speaking people; grammar and handbooks in foreign languages; books about the United States for foreigners; and aids in selecting foreign books. It contains also an article by Miss Reid on "Our new Americans," which will help librarians to understand better the point of view of foreigners who come, or whom we try to get to come to our libraries.
169. Select list of references on the Negro question; compiled under the direction of Appleton Prentiss Clark Griffin, Chief bibliographer, Library of Congress. Washington, Government printing office, 1906.
170. Selected list of Russian books. Compiled by J. Maud Campbell. American library association. Foreign book list, no. 7.
171. **Springfield, Mass. City library.** Books about foreigners. 1913. 7 p.
172. ———— A few books to aid foreigners in learning English. 2 p. In Wisconsin library bulletin, v. 4, p. 12.
173. **Tracey, Catharine S.** Bibliography on library work with foreigners. In American library association. Bulletin, v. 10, no. 4, July, 1918. p. 263-34.
174. **United States. Bureau of education.** Texts in English for foreigners. Typewritten.
175. **University of Illinois. Library.** Representative list of 150 best foreign novels in English translation. 6 p.
176. **Wisconsin. Free library commission.** The negro problem. A bibliography, compiled by Vera Sieg. 22 p.
177. ———— Traveling libraries.

AFGHAN-PUKKHTO.

DICTIONARIES.

178. **Bellew, Henry Walter.** A dictionary of the Pukhto or Puksho language, in which the words are traced to their sources in the Indian and Persian languages. Lahore, Rai sahib M. Gulab Singh and sons, 1901. 1 v. Pukkhito-English, 182 p. English-Pukkhito, 170 p.
179. **Raverty, H. G.** A dictionary of the Pukhto (Pushto) or language of the Afghans; with remarks on the originality of the language and its affinity to the Semitic and other Oriental tongues. London, Longmans, 1890. 1116 p. 8°. £2.2sh.

ARABIAN.

TEXTBOOKS.

180. **Arbeely, Abraham Joseph.** Al-bakoorat al-gharbeyat fee taleem al-lughat al-inglezeyat . . . The first occidental fruit for the teaching of the English (and Arabic) languages. <An easy method of learning either language thoroughly.> New York, The Oriental publishing house [1911] 630, 40 p. front. (port.) 19^{cm}. 12-27999

The above title precedes "Preface" and "A supplemental key. Contains primary lessons in Arabic for the use of English speaking people," 40 p. at end. The Arabic part is preceded by title in Arabic.

1. English language—Conversation and phrase books—Arabic. 2. Arabic language—Conversation and phrase books.

181. **Crow, F[rancis] E[dward]** Arabic manual. A colloquial handbook in the Syrian dialect, for the use of visitors to Syria and Palestine, containing a simplified grammar, a comprehensive English and Arabic vocabulary and dialogues. The whole in English characters, carefully transliterated, the pronunciation being fully indicated. London, Luzac & co., 1901. vi, [2], 333 p. 19½^m. (Luzac's Oriental grammars series. iv) 2—18255

DICTIONARIES.

182. **Abcarius, J. John.** Abcarius' English-Arabic dictionary. 3d ed., rev. and enl. Beirut, American press, 1907. 1061 p. 8°. 13—11822
183. **Spiro, Socrates, Bey, comp.** An English Arabic vocabulary of the modern and colloquial Arabic of Egypt. 2d ed. rev. and considerably enl. Cairo, Al-Mokattam printing office [pref. 1905] xvi, 602 p. 20½^m. 13—11822
184. **Wortabet, William Thomson, Wortabet, John, and Porter, Harvey.** Arabic-English dictionary. 3d ed., rev. and enl. by Prof. Harvey Porter. Beirut, Printed at the American press, 1913. [802] p. 23^m. 14—18031
Title-page and preliminary matter in Arabic also. Paged in Arabic characters.
185. **Yūhannā Abkārīyūs (John Abcarius)** English-Arabic dictionary. 2d ed., rev. and enl. [Beirut, 1894] 875 p. 25^m. 7—31952

ARMENIAN.

TEXTBOOKS.

186. Armenian song book. 2d ed. Boston, E. A. Yeran. 768 p. cloth, net, \$1.50
187. **Bishgeturian (Azniv) Arachnort Anklierin lezvin.** Guide to the English language. Boston, Hairenik press, 1909. 184 p. 12°. 14—14809
188. **Chakmakjian, Haroutioun Hovanes.** Armeno-American letter writer, containing a large variety of model letters adapted to all occasions: letters of friendship, letters of congratulation and condolence, letters of love, business letters. Examples from great authors. Boston, E. A. Yeran [c1914] 440 p. 19^m. \$1.
Added t.-p. in Armenian: Armenian and English text, on opposite pages. 14—14809
189. **Gulian, Kevork H.** Elementary English grammar for Armenians. New York, Brentano, 1903. \$1.05. 3—2501
190. **Issaverdens, J.** An easy method of learning English; for the use of Armenians. Venice, The Armenian typography of St. Lazaro, 1881. Part 1, 255 p. Part 2, 216 p. Part 3, English translation of Armenian exercises, 49 p.
191. **McCracken, Henry N.** Conversation. Beirut, Syria, Armenian mission press, 1902 (c.) 40 cents.
192. **Pilibbosian, H.** Practical hygiene (Armenian) Boston, E. A. Yeran. 406 p. cloth, net, 75 cents.
193. **Rudd, Emily P.** An Armenian-English primer, prepared for the use of teachers and scholars in the Armenian department of the Sunday school connected with the First Congregational church, Chelsea, Mass. [Boston, A. M. Rice, c1892] [9]—88 p. 16½ x 12½^m. 11—27636
194. **Tertzag, Jacob K.** Parliamentary laws (Armenian) Boston, E. A. Yeran. 88 p. paper, net, 25 cents.
195. **Torossian, Bedros Reuben.** A self-instructor in the English language according to the latest pedagogical system; based on New York state education department's six year elementary course in English; prepared especially for the use of Armenians in the English speaking countries. 2d ed., rev. and amplified . . . New York, The Violet press, 1913. 11-714, [21] p. 21^m.
Bibliography: p. 11-12.
1. English language—Grammar, 1870- 2. Armenian language—Texts. 13—21328

196. **Yeran, Edward Arakel.** Armenian-English conversation, illustrated; comprising everyday conversation, letter writing, grammar, English-Armenian reader, and useful informations. 2d ed. Boston, Mass., Yeran press [1911] 380 p. incl. col. front., illus., col. pl., maps. 20½^{cm}. \$1. 11—22785
197. ——— 3d ed. 1913. 380 p. illus. 8°.

DICTIONARIES.

198. **Aucher, Paschal, and Brand, J.** A dictionary of English and Armenian. Venice, S. Lazarus, 1821-25. 2 v. 4°.
199. **Gulian, Kevoork H.** Elementary modern Armenian grammar. London, D. Nutt [etc.]; New York, Brentano's; [etc., etc.] 1902. vi, [2], 196 p. 20^{cm}.
At head of title: Method Gaspey-Otto-Sauer.
Printed at the press of the Mechitharistes, Vienna.
Vocabulary; Armenian-English [and] English-Armenian: p. [167]-196. 3—2501
200. **Hagopian, Hovhan.** A pocket dictionary (English-Armenian). Boston, "Ararat" publishing co., 1905. 292 p. 15^{cm}. 5—34171
201. **Hagopian, V. H.** A dictionary. English-Armenian. Constantinople, Press of H. Matteosian, 1907. 949, [1] p. 18½^{cm}. 10—3679
202. **Yeran, E. A.** Armenian-English and English-Armenian dictionary, combined. Boston, E. A. Yeran, 795 Washington st. 5th ed. 383+242 p. cloth, \$1.
203. ——— Armenian-English pocket dictionary. Boston, E. A. Yeran. 3rd ed. 242 p. cloth, net, 50 cents.
204. ——— English-Armenian pocket dictionary. Boston, E. A. Yeran, 1915. 3d ed. 383 p. cloth, net, 75 cents.

ASSYRIAN.

205. **The New Assyria.** Newspaper published once a month by the New Assyria publishing company, 1089 Summit avenue, Jersey City, N. J. Joel E. Werda, editor; Charles Dartley, president and manager. Single copy, 10 cents; yearly subscription, \$1.
206. **Jacobs, Samuel A.** Information to Assyrians desiring to become citizens of the United States; questions and answers on how to become an American citizen. New York, Samuel A. Jacobs, 409 Pearl st., 1916. 8 p. 10 cents.

BOHEMIAN.

TEXTBOOKS.

207. **Bohemian-American letter writer; or, Directions to compose correctly, letters, documents, etc., which occur in the social relations and business life of the United States.** Chicago, Ill., A. Geringer [1907] 122, 122 p. 20^{cm}.
Bohemian and English on opposite pages. 7—28414
208. **Eliašová, B. M.** Cvičebnice anglického jazyka pro školy. Prague, Bursák a Kohout, 1909.
209. **Jonáš, Karel.** Bohemian made easy. A practical Bohemian course for English speaking people. 2d ed. Racine, Wis., The Slavie, 1900. 294 p. 18^{cm}. 9—27730
210. ——— **Nový tlumač Americký.** American interpreter. Method for Bohemians to learn English. 16th ed. Milwaukee, Caspar, 1915. 267 p. 16°. \$1.75.

211. **Jonáš, Karel.** Nový tlumač Americký. Ku snadnému a rychlému naučení se jazyku anglickému i pro jiné praktické potřeby vystěhovalců a osadníků české národnosti v Americe. The American interpreter . . . [12th ed.] Racine, Wis., Tisk a náklad "Slavie," 1908. [5]-267 p. 19½^{cm}. 9—28722
212. **Jung, V. A.** Mluvnice jazyka anglického pro školy a samouky. Prague, Hejda, n. d.
Grammar of the English language for schools.
213. **Krupička, František.** Učebnice jazyka anglického. 3 v. Prague, Česko slovanská Akademie, 1907. A grammar of the English language. \$2.72.
214. **Mourek, W. B.** Učebné listy jazyka anglického. Prague, Urbanek, 1886. 2 v. 8°.
215. **Pacák, L.** Anglicky pro vystěhovalce . . . V Praze: Dělnická knihtiskárna a nakladatelství [1912] 119 [1] p. 16°.
216. **Rosická, M.** Bohemian-American cook book. Omaha, National printing co. \$1.
217. **Shearer, J. W.** English for Bohemians: a pronouncing speller. New York, W. R. Jenkins, 1914. boards, 35 cents.
218. ——— English for foreigners: a pronouncing speller. New York, W. R. Jenkins, 1915. boards, 35 cents.
219. **Váňa, Jan.** Stručná anglická mluvnice a čítanka. Prague Höfer, 1903.
Short English grammar and reader.
220. ——— Škola anglické konverzáce: uvedení do mluvnice v příkladech, sbírka běžných hovorů česko-anglických i úplnou výslovností českou, krátké dialogy, anglická úsloví a dopisy. Prague, Storch, 1903. 12°.
221. **Vymazal, František.** Anglicky snadno a rychle. Prague, Bačkovský, 1902.
222. ——— Anglicky ve 40 úlohách. Telč, Solc, n. d. 12°.
223. **Zdrůbek, F. B.** Bohemian and English interpreter. Milwaukee, Caspar, 1915. net, \$1.25.
224. ——— Česko-anglický tlumač pro Čechy americké se snadným mluvnickým návodem pro žáky i samouky . . . Chicago, A. Geringer [c1907] 255 p. 12°.
At head of title: Bohemian and English interpreter.
Advertisement of C. N. Caspar co., Milwaukee, Wis., pasted over original imprint.
225. **Zmrhal, Jaroslav J.** Anglicky snadno ve třiceti úlohách. Úplný kurs k naučení se mluvení jazyka anglického bez učitele. Chicago, A. Geringer, 1913. 112 p. 16°.
With vocabulary.
Advertisement of C. N. Caspar co., Milwaukee, Wis., pasted over original imprint.
226. ——— Methods for Bohemians to learn English. Milwaukee, Caspar, 1913. net, 50 cents.

DICTIONARIES.

227. **Jonas, Karel.** A complete pronouncing dictionary of the English and Bohemian languages, for general use. Racine, Wis., "Slavie," 1892. xi, 723 p. 16°.
228. ——— Dictionary of the Bohemian and the English languages. Milwaukee, Caspar. 2 v. 16°. cloth, \$1.25.
229. ——— Slovník česko-anglický s úplnou anglickou výslovností. 4-vydání, mající v zadu všeobecný doplněk . . . A dictionary of the Bohemian and English languages. 4th ed., with a general supplement . . . Racine, Wis., Nákladem a tiskem "Slavie," 1896. 621 p. sq. 12°. 2—6836
230. **Jung, Václav A.** Slovník anglicko-český. A dictionary of the English and Bohemian languages. Praze, J. Otto [pref. 1911] 1564, iii p. 25½^{cm}. 12—25822

231. **Mourek, V. E.** *Bohemian and English pocket dictionary.* New York, Stechert, 1916. 2 v. each, \$1.
Part 1: Bohemian-English, 482 p. Part 2: English-Bohemian, 407 p.
232. ——— *Pocket dictionary of the Bohemian-English and English-Bohemian languages.* Milwaukee, Caspar, 1896. 16°. Bound in one volume, \$2.50; 2 v., each volume, \$1.25.
233. **Zdrůbek, Frank Boleslav.** *A pocket dictionary of the Bohemian and English languages with the pronunciation and accentuation.* Chicago, Ill. [19—] 13^{cm}. 9—25604

AIDS TO LIBRARIANS.

234. **Chicago, Ill. Public library.** *Books in foreign languages. See Bulletins. Books in the Bohemian language added during 1894–1906. Bulletin no. 70.* 7 p.
235. **Lützou.** *The literature of Bohemia. Royal society of literature. Transactions.* v. 21. p. 207–222.
236. **New York (City) Public library.** *Seznam českých knih. Bohemian book list.* [New York] 1911. 88 p. 23^{cm}. 11—24684
At head of title: New York public library. (Circulation department ...
"A list of titles with translations and notes in English."
237. **Památky Českých emigrantů v Americe.** Omaha, Nebr., Narodna Tiskarna, 1907. 2. ed. 112 p. 1 map, 11 pl., 6 port. 12°. 1. Emigration, etc., United States. 2. Bohemians in the United States.
238. **Wisconsin. Free library commission.** *Bohemian group of traveling libraries.*

BULGARIAN.

TEXTBOOKS.

239. **Gawrizaŭsky.** *Elementary English grammar for Bulgarians.* New York, Brentano, 1908. 85 cents.
240. **Nedelkoff, Christo.** *Англо-български и българо-английски писмовникъ отъ Христо Недѣлковъ. Ръководство за кореспонденция търговска и частна . . .* Първо издание. Granite City, Ill., E. K. Mircheff & co. [1911] 135, [1] p. 18½^{cm}. \$1. 12—2064
241. **Stephanove, Constantine.**
Англо-български разговорникъ. Съдържащъ дули отъ общо употрѣбление, Упражнения върху глаголни форми. . . Sofia, "Globus" [1908]. 61 p. 8°.
242. ——— *Bulgarian language dictionary.* Sofia, "Globus" [19—] 312 p. 24°.

BURMESE.

243. **Judson, Adoniram.** *Burmese-English dictionary.* Edited, revised, and enlarged by Robert C. Stevenson. Rangoon, Printed by the superintendent, Government printing bureau, 1893. 1188 p.

CHINESE.¹

TEXTBOOKS.

DICTIONARIES.

244. **Booth, William O.** *Composition correction guide.* Shanghai, Commercial press, 1917. 50 cents.
Prepared to meet a special need of the Chinese.

¹ The Nile mission press, Cairo, Egypt, and the Board of foreign missions of the presbyterian church in the United States of America, Beirut, Syria, are two of the most prominent publishers of English texts for the Near East. For information, Mr. Charles H. Fahs, secretary of the library committee of the Missionary research library, 25 Madison avenue, New York, may be consulted. A list of mission presses is printed on pages 124–5 of the World atlas, published by the Student volunteer movement for foreign missions, 25 Madison avenue, New York.

245. **Condit, Ira M.** English and Chinese reader. New York, American tract society [1882] 144 p. illus. 19½^cm. 12—31649
246. **Every-day English.** Shanghai, Commercial press, 1910. 2 v. (Christian college series)
Book 1, A book of classified sentences, 77 p.
Book 1, same, 54 p.
247. **Gage, Brownell.** English learned by use. Book 1, Lessons in speaking. Shanghai, Commercial press, 1915.
Contains a useful introduction for the teacher on method of teaching English to the Chinese.
248. **Kwang Ki-Chaou.** The first conversation-book, containing common and simple words wrought into illustrative sentences, classified and accented, and many of them defined, with some grammatical information and word analysis. To which are added sections on the English language, penmanship, health, duties in various relations; also, sketches of Peter the Great, Presidents Lincoln, Grant, and Garfield . . . Shanghai, Wah Cheung; San Francisco, Wing Fung; [etc., etc.] 1885. xxxi, 247 p. 21½^cm. (Kwong's educational series. (In English and Chinese)) 17—7654
249. ——— The second conversation-book, containing a section on aids to reading; an illustrated list of important and special words; also, extended conversations on one hundred and eighty-nine familiar practical subjects . . . Shanghai, Wah Cheung; San Francisco, Wing Fung; [etc., etc.] 1885. xv, 406 p. 21½^cm. (Kwong's educational series. (In English and Chinese)) 17—7653
250. ——— First reading-book. Shanghai, Wah Cheung; San Francisco, Wing Fung; [etc., etc.] 1885. x, [4], 11-162 p. illus. 21½^cm. (Kwong's educational series. (In English and Chinese)) 17—7655
251. ——— Manual of correspondence and social usages. Containing instruction and examples in all branches of letter-writing, forms of business-papers . . . To which are added sections on punctuation and the use of capitals; with some pages on grammar and spelling, and a chapter on the Chinese method of reckoning time. Specially adapted to self-instruction. Shanghai, Wah Cheung; San Francisco, Wing Fung; [etc., etc.] 1885. xxii, [4], 276 p. 21½^cm. 17—7652
English and Chinese.
252. **Loomis, Augustus Ward.** English and Chinese lessons. New York, San Francisco, Cal., American tract society [1872] x, 11-188 p. illus. 19½^cm. 12—36304

253. **訣捷文英** A method of learning to read, write, and speak English, for the use of Chinese pupils. Zi-Ka-Wei, Catholic mission press,

T'ou-Sà-wè orphan asylum, 1899.

Volume I, Exercises. 246 p.

Volume II, Grammar. 144 p.

254. **Montgomery, George R.** Talking English; a pronouncing manual for teaching the English language. 3rd ed. New York, George R. Montgomery, 156 Fifth ave., 1915. 217 p.
255. **Montgomery, R. Paul.** Progressive English grammar for high schools and colleges. Shanghai, Commercial press, 1914. 75 cents.
Prepared originally for the use of Chinese students in the Wayland academy at Hangchow, China.
256. **Sec, Fong Foo.** English grammar for middle schools. Trans. by T. T. Eugene Tsien. Shanghai, Commercial press, 1917.
Vol. 1, First year, 20 cents.
Vol. 2, Second year, 25 cents.
The original books were written by a graduate of Teachers college, Columbia university. They have been translated carefully into simple Chinese, as a help to Chinese students studying without a teacher.

257. **Sec, Long Foo and Zien, Zee Zung.** Language lessons. 4th and rev. ed. Shanghai, Commercial press, 1910. 197 p. and vocabulary, 18 p.
258. **Stedman, T. L., and Lee, K. P.** A Chinese and English phrase book in the Canton dialect; or dialogues on ordinary and familiar subjects, for the use of the Chinese resident in America, and of Americans desirous of learning the Chinese language; with the pronunciation of each word indicated in Chinese and Roman characters. New York, William R. Jenkins, 1888. 177 p.
259. **Wisner, O. F.** Beginning English. Part 1. Vocabularies. Part 2. Illustrative sentences. Shanghai, Printed at the American presbyterian mission press, 1904.
260. **Yih-Zan, Tsen.** Beginning English composition; 72 lessons in English composition for Chinese students who have studied English for a year, or students who can faithfully follow lessons without a teacher. Shanghai, Commercial press, 1917. 30 cents.
261. ——— Notes on the teaching of English; the best on method; handmaid of all teachers of English to Chinese. Shanghai, Commercial press, 1917.
262. **Yoen, L. T., and Sec, Fong Foo.** China's new century readers. Shanghai, Commercial press, 1910. 86 p.

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263. **Baller, F. W.** An analytical Chinese-English dictionary. Comp. for the China inland mission. Shanghai, China inland mission and American Presbyterian mission press, 1900. 637 p. $29\frac{1}{2} \times 22\frac{1}{2}$ cm. 12—28760
 "A table shewing the differences in the systems of spelling used by Giles, Williams and in this dictionary" inserted.
264. **Chalmers, John.** English and Cantonese dictionary. 7th ed. (Rev. and enl. by T. K. Dealy . . .) Hongkong [etc.] Kelly & Walsh, Ltd., 1907. xi, iii-vii, 822 p. 23 cm. 8—14512
265. **China. Inspectorate general of customs.** Glossary of the principal Chinese technical expressions occurring in the Chinese versions of lists of lights and notices to mariners. (Rev. ed., 1898) With an appendix. Shanghai, Statistical department of the Inspectorate general, 1898. 19 p. 21 cm. Interleaved.
 English and Chinese. 7—37134
266. **Condit, Ira M.** English and Chinese dictionary. New York, American tract society [c1882] 134 p. $19\frac{1}{2}$ cm. 12—31648
267. **Davis, D. H., and Silsby, J. A.** Shanghai vernacular; Chinese-English dictionary. Shanghai, Printed at the American Presbyterian mission press, 1900. xx, 188 p. 19 cm. 5—26506
268. **Educational association of China.** Technical terms, English and Chinese, prepared by the Committee of the Educational association of China. Shanghai, Printed at the Presbyterian mission press, 1904. 503, ix p. $16\frac{1}{2} \times 12\frac{1}{2}$ cm. 5—15587
269. **Eitel, Ernest John.** A Chinese-English dictionary in the Cantonese dialect. Rev. and enl. by Immanuel Gottlieb Genähr . . . Hongkong [etc.] Kelly & Walsh, limited, 1910-11. 2 v. 32×26 cm. 10—20730
 "... [A] new dictionary on the basis of the works published by Kanghi, Dr. Legge, and Dr. Williams."—Pref. to the 1st edition, dated 1877.
 Index issued with separate cover, having date 1912.

270. **Giles, Herbert Allen.** A Chinese-English dictionary. 2d ed., rev. & enl. Shanghai [etc.] Kelly & Walsh, limited; London, B. Quaritch [1909]-12. 3 v. 33 x 26½^{cm}. 9—29095 Revised
Issued in 7 parts (fascicules); fascicule 7, 1912, containing Part I with general t.-p. and "extra title-pages . . . for the convenience of those who wish to bind the work in two, or more, volumes."
Vol. 2-3 paged continuously.
CONTENTS.—pt. I. v. 1 (fasc. 7): Preface, tables, and radical index. 1912.—pt. II. Dictionary. v. 2 (fasc. 1-3) A-Liao. 1909-10.—v. 3 (fasc. 4-6) Liao-Yün. 1911-12.
271. **Goodrich, Chauncey.** A pocket dictionary (Chinese-English) and Pekingese syllabary. 2d ed. Shanghai, American Presbyterian mission press, 1899. vii, 237, 70 p. 14½ x 11^{cm}. 2—9974
272. **MacGillivray, Donald.** A Mandarin-Romanized dictionary of Chinese. (On the same principle as G. C. Stent's vocabulary) 2d ed. . . . Shanghai, Printed at the Presbyterian mission press, 1907. x, 975 p. 22^{cm}. War 7—174
273. **Poletti, P.** A Chinese and English dictionary; arranged according to radicals and subradicals, containing 12,650 Chinese characters, with the pronunciation in the Peking dialect, according to Sir Thomas Wade's system, and the pronunciation in the general language of China, in Dr. Williams' spelling. Shanghai, Printed at the American presbyterian press, 1905. cvi, 307 p. 8°. 15 shillings.
Contains a list of radicals.
274. **Soothill, W. E.** The student's four thousand [words] and general pocket dictionary. 5th ed. Shanghai, American presbyterian mission press, 1906. 420 p.
By the compiler of the Wenchow Romanized system and translator of the Wenchow New Testament.
275. **Stent, George Carter.** A dictionary from English to colloquial Mandarin Chinese. Partly rev., and supplement comp., by K. E. G. Hemeling . . . Pub. by order of the inspector general of customs. Shanghai, Statistical department of the Inspectorate general of customs, 1905. 804 p. 24^{cm}. 6—28262
276. **Wieger, Léon.** Chinese characters, their origin, etymology, history, classification and signification. A thorough study from Chinese documents. Tr. into English by L. Davrout . . . Ho-kien-fu, Catholic mission press, 1915. 2 v. pl. 25½^{cm}. 17—10266
CONTENTS.—I. Etymological lessons. Phonetic series.—II. Chinese-English lexicons: pt. I. By order of radicals; pt. II. By order of sounds.
277. [**Yen, Wei-ching W.**] ed. An English and Chinese standard dictionary, comprising 120,000 words and phrases, with translations, pronunciations, definitions, illustrations, etc., etc., with a copious appendix . . . 2d ed. Shanghai, The Commercial press, ltd., 1908. 2 v. illus., col. plates. 2706 p. 26½^{cm}. 8—32260
"Editor-in-chief, Dr. W. W. Yen."
278. Educational review. Quarterly. China christian educational association, 5 Quinsan gardens, Shanghai, China. Frank D. Gamewell, editor. \$1 a year.
Contains reviews of textbooks for teaching English to Chinese.

AIDS TO LIBRARIANS.¹

279. **Legge, J[ames]** A catalogue of books on China; being the Chinese part of the library of . . . J. Legge . . . London, Luzac & co., 1899. 89 p. 8°. (Luzac & co. Bibliotheca orientalis. 3) 1—2418
280. **Reely, M. K., comp.** Selected articles on immigration. White Plains, N. Y., H. W. Wilson Co., 1915. 243-315 p. \$1.

¹ The first Chinese library to be established in the United States and designated as an official gazette library by the Superintendent of documents was established in 1913 at 2210 Archer avenue, Chicago, through Mr. Wong Chung, of Nanking. The library is assured of sufficient endowment to carry on its work. It now owns over 2,500 volumes.

281. **United States. Library of Congress.** A select list of references on Chinese immigration, compiled under the direction of A. P. C. Griffin, Chief of division of bibliography. Washington, Government printing office, 1904. (Superintendent of documents) 10 cents.

CROATIAN.

TEXTBOOKS.

282. **Gramatika hrvatsko-englezka.** Razgovori za sve prilike života i engelezko-hrvatski te hrvatsko-englezki rječnik. Izdalo uredništvo "Nar odnog lista." New York, Croatian printing & publishing co., 1914. 434, [11] p. 20½^{cm}. \$2.
14—21660
283. **Jagrović, Dragan M.** Hrvatsko-englezka teoretsko-praktična gramatika. 1. Englezko-hrvatski te hrvatsko-englezki rječnik. Priredio: Dragan M. Jagrović. Dopršio: Stjepko Brozović. New York, F. Zotti & co., 1906. 272 p. 17^{cm}.
6—28418
284. ——— Practical grammar for Croats to learn the English language. Milwaukee, Caspar. 272 p. 16°. cloth, 75 cents.
285. **Lochmer, Alexander.** Easy method for Croats to learn English without a teacher. Milwaukee, Caspar, 1903. boards, \$1.50.
286. ——— Džepni rječnik hrvatskoga i engleskoga jezika sa točnim izgovorom svake riječi, priredio Prof. Aleksander Lochmer. Pučko izdanje. Zagreb, L. Hartman, 1911. 230 p. 24°.
287. [**Marohnic, Josip**] English-Croatian letter-writer for the Croatian and Servian people in the United States . . . Allegheny, Pa., J. Marohnic, 1908. 3—185 p. illus. 23½^{cm}. \$1.
9—857
English and Croatian in parallel columns.
288. **Moretti, B[obert]** Prva uputa u englezki jezik; novi teoretično-praktični priručnik za nauku engleskog jezika bez učitelja . . . New York, 1901. cover-title. 81 p. 8°.
1—17573
289. **Narodni list,** New York. Gramatika hrvatsko-englezka. I razgovori za sve prilike života. Izdalo uredništvo "Nar odnog lista." New York, N. Y., Naklada i Tisak: Croatian printing & publishing co., 1914. 191 p. 20½^{cm}. 75 cents.
14—22695
CONTENTS.—Slovnica.—Razgovori.—Upute i primjeri za pisanje i sastavljanje engleskih listova
290. **Sicocan, John.** Hrvat u Americi; hrvatsko-engleski rječnik i besjedovnica. Knjiga za hrvatskog radnika u Americi. St. Louis, Mo., I. Sikočan, 1911. 107 p. 20^{cm}. 50 cents.
11—12817
291. ——— Hrvat u Americi; hrvatsko-engleski rječnik i gramatika. Knjiga za hrvatskog radnika u Americi. Saint Louis, Mo., I. Sikočan, 1913. 146 p. 20^{cm}. 50 cents.
14—10531

DICTIONARIES.

292. **Bogadek, Francis Aloysius.** Najveći hrvatsko-engleski i englesko-hrvatski rječnik . . . Priredio Francis A. Bogadek . . . Pittsburgh, Pa., Hrvatska knjižara J. Marohnić [1917] 228, 206, 71 p. 26½^{cm}.
17—10232
293. ——— Standard English-Croatian dictionary, with correct pronunciation [!] and appendix of special dictionary of birds,—animals,—fishes, reptiles, insects and worms,—minerals,—grain,—greens and vegetables,—trees,—fruits and flowers, also Christian names,—the names of countries,—cardinal and ordinal numbers and the states of the United States of America. For Croatian and Serbian people. Pittsburgh, Pa., Croatian bookstore, J. Marohnich [1915] 750 p. 15^{cm}. \$1.50.
15—12130
There is another edition of this work, issued by same publisher, in 1915. 391 p. 15½^{cm}. At the head of title: Pocket edition. Library of Congress card number: 15—15625.

294. Croatian-English interpreter, with dictionary. 2nd ed. Milwaukee, Caspar, 1915. 50 cents.
295. Gramatika hrvatsko-englezka. Razgovori za sve prilike života i engelezko-hrvatski te hrvatsko-englezki riečnik. Izdalo uredništvo "Nar odnog lista." New York, N. Y., Croatian printing & publishing co., 1914. 434, [11] p. 20½^{cm}. \$2. 14—21660
296. Jagrovic, Dragan M. Hrvatsko-Englezka—gramatika i Englezko-Hrvatski te Hrvatsko-Englezki riečnik. New York, F. Zotti & co., 1906. 272 p. 16°. 14—21660
297. [Janković, Andro C.] Hrvatsko-englezki razgovori i riečnik. Vlastništvo i naklada hrvatske knjižare Josipa Marohnića . . . 2. izd. . . . Croatian-English dialogue and dictionary. Allegheny, Pa., J. Marohnich's bookstore, 1903. 294 p. 21½^{cm}. 3—20486
298. Lochmer, Alexander. Croatian-English pocket dictionary with correct pronunciation of all words. Milwaukee, Caspar, 1915. 230 p. 16°. \$1.
299. ——— Džepni rječnik hrvatskoga jezika sa točnim izgovorom svake riječi, priredio. Pučko izdanje. Zagreb, L. Hartman. 1911. 230 p. 24°.
300. Slovensko-anglický a anglicko-slovenský vačkový slovník . . . Slavonian-English and English-Slavonian pocket dictionary . . . New York, E. Nyitray [c1905] 2 v. in 1. 14½^{cm}. 5—17319

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301. Narodni list, New York. Ratne pjesme o ratovanju i junačtvu hrvata i hrvatskih regimenta u krvavom svjetskom ratu. Sabralo za hrvate u Americi. Uredništvo "Narodnog lista." N[ew] Y[ork] Naklada tiskare "Narodnog lista," "Croatian printing & publishing co." [c1915] 352 p. 23½^{cm}. \$1. 15—20555

DANISH AND NORWEGIAN.

TEXTBOOKS.

302. Eibe, N. J. One hundred lessons in English: manual for Dano-Norwegians to learn the English language; compiled according to Ollendorff's method of learning, speaking and writing the English language. 11th ed. Milwaukee, Caspar, 1914. Part I. 50 lessons. 208 p. 12°. 75 cents.
303. Fullständigaste engelsk-svenska breptällaren. Chicago, Engberg-Holmberg co., 1909. \$1.
304. Jespersen, Otto, and Sarauw, Chr. Engelsk begynderbog, I and II. 3 udg. Copenhagen, 1902.
305. Løkke, Jakob Olaus. Engelsk læsebog for begyndere. Kjøbenhavn, Gyldendal (F. Hegel & søn) 1878. 175 p. 20^{cm}. 14—9720
306. Magnussen, Johannes, comp. Dansk-Norsk-Engelsk ordbog. Kjøbenhavn, Gyldendalske, 1902. \$1.
307. Peterson, Olof August. 100 timer i Engelsk. Chicago, J. Anderson. \$1. 12—37574
308. Praktisk læsebog i det engelske sprog. Chicago, J. Anderson pub. co. \$1.
309. Relling, I. J. Praktisk lærebok i engelska spraket med fullständig uttalebeteckning. 8th ed. Chicago, Engberg-Holmberg pub. co., 1909. \$1; boards, 80 cents.
310. Sætre, Allan. English and Scandinavian conversationalist. A collection of familiar words, phrases, sayings, dialogues, etc. Chicago, J. Anderson & co., 1882. 100 p. 19½^{cm}. 10—28406†

DICTIONARIES.

311. **Bay, Christian Friderick.** Fuldstændig engelsk og dansk ordbog, udarbejdet efter de nyeste og bedste ordbøger. Kjøbenhavn, Gyldendalske boghandling, 1806. 2 v. 22^c. 10—29494†
312. ——— Fuldstændigt dansk og engelsk haand-lexicon, udarbejdet efter de bedste og nyeste ordbøger. 2. forbedret udg. Kjøbenhavn, Gyldendalske boghandling, 1807. 1031 p. 19½^c. 10—29495†
313. **Brynildsen, John.** Engelsk-dansk-norsk ordbog, af J. Brynildsen; for danskens vedkommende gennemset af Johannes Magnussen. Udtalebetegnelsen af Otto Jespersen. Kjøbenhavn, Gyldendal, 1902-07. 2 v. 24^c. 8—5365
Issued in 40 parts, 1900-1907.
 CONTENTS.—pt. 1. A-M.—pt. 2. N-Z.
314. **Dammar.** Dano-Norwegian-English and English-Dano-Norwegian Dictionary. Philadelphia, Peter Reilly. net, \$1.50.
315. Danish-Norwegian-English and English-Danish-Norwegian dictionary. New York, A. L. Burt & co. \$1.25.
316. **Hanson, Haldor Johan, comp.** Norsk-dansk-engelsk ordbog, udarbejdet for "Skandinaven." Chicago, John Anderson publishing co., 1913. 272 p. 15½^c. 75 cents. 14—2470
317. **Hecker, Oskar.** Systematical vocabulary, English, Norwegian (Danish) according to the German text of O. Hecker, translated into English by Prof. Dr. Hamann and into Norwegian (Danish) by Tyra Bentsen. Berlin, B. Behr, 1907. vii, 312 p. 6^o.
318. **Holtze.** Dano-Norwegian and English pocket dictionary. New York, Stechert, 1916. \$1.50; 2 v., each 75 cents.
319. **Jürs, O.** Ordbog i fire Sprog, dansk-tysk-engelsk-fransk. Tysk-dansk, Engelsk-dansk, fransk-dansk. Dansk Udgate, ved O. Jürs. Kjøbenhavn, H. Hagerup, 1915. 784 p. 8^o.
320. **Larsen, Anton Laurentius.** Dansk-norsk-engelsk ordbog, af A. Larsen Gennemset af Johannes Magnussen. 4 udg. Kjøbenhavn; Kristiania, Gyldendal, Nordisk forlag, 1910. viii-687 (O) p. 21^c.
New York, Stechert. hf. mor., \$2.75.
321. ——— and **Rosing, S.** Danish-English and English-Danish dictionary. New York, Lemcke. 2 v. hf. leather, \$5.50.
322. **Nissen, Henry.** Laird & Lee's English-Danish-Norwegian, Danish-Norwegian-English self-pronouncing dictionary. Conversation, abbreviations, key to pronunciation, rules for spelling, irregular verbs, American weights and measures, signs used in writing and printing, portraits of presidents of the United States, how to become an American citizen, U. S. naturalization laws, etc., etc. Chicago, Laird & Lee, inc. [c1915] vi, 526 p. illus., ports. 17½^c. \$1. 15—15308
323. **Raahauge, H. M., comp.** Hill's Dano-Norwegian-English and English-Dano-Norwegian vest-pocket dictionary and self-instructor, with conversations and idioms. 3d ed. London, Siegle, Hill & co., 1914. xxii, 282 p. narrow, 24^o. Also, Philadelphia, David McKay, 1911. flex. cloth, 25 cents; leather, 50 cents.
324. **Rosing, Svend.** Engelsk-dansk ordbog. 7. udg. Kjøbenhavn, Gyldendal (F. Hegel & søn), 1899. ix, [1], 541 p. 21^c. 17—6291

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325. **American library association.** Selected list of Norwegian and Danish books. 1908. 20 p. 25 cents (Starred).
326. **Catalogue of Danish and Norwegian books.** Chicago, Ill., Gyldendal pub. co., 821 W. North ave.
327. **Chicago, Ill. Public library.** Danish-Norwegian and Swedish literature, 1890. 32 p.
328. **Council Bluffs, Iowa. Public library.** Danish books.
A small collection of Danish books installed in the Public library has proved so popular that \$25 has been given by a group of Danish citizens for making additions to this collection.
329. **Hauff, N. S.** Catalogue of Norwegian literature. 1883-1907. *In* Library journal, February, 1910, p. 95.
330. **Indianapolis, Ind. Public library.** Danish and Dutch books.
As a result of an appeal from a thousand native-born Danes and Hollanders, resident in Indianapolis, a large assortment of standard works in their two languages was ordered for the Indianapolis public library in 1914, the Danish collection being selected by the librarian of the Royal library of Denmark, at Copenhagen.
331. **Kildal, Arne, comp.** Norwegian and Danish books. Chicago, American library association, 1910.
332. **Minneapolis, Minn. Public library.** Scandinavian books.
The Minneapolis library has about 60,000 Scandinavian works. A reading room is set aside especially for this literature. The library subscribes for eight Scandinavian magazines and about a dozen newspapers. The Scandinavian branch is called the Franklin library, built at a cost of \$40,000. It contains a large general reading room and special Scandinavian reading room and stacks for books. On the lower floor is the children's room and a neighborhood club room, for the use of neighborhood clubs and societies. There are two porches for summer reading rooms. The branch is situated in the center of a large Scandinavian section.
333. **Norway. Kirkedepartementet.** Katalog over boker skikket for Folkebogsamlinger . . . utarb. av Karl Fischer, Kristiania.
This is the Norwegian guide, corresponding to the A. L. A. catalogue, arranged according to the Dewey decimal system. Books listed can be ordered through the Department of education which furnishes the unbound volumes with a cheap, substantial binding, and also with the decimal shelf-number. The catalogue ought to be useful to American libraries dealing with Scandinavian constituencies.
334. Selected list of Norwegian and Danish books suitable for libraries. New York, Albert Bonnier, 40 West 28th st., 1909. 32 p.
335. **Wisconsin. Free library commission.** Norwegian group of traveling libraries.

DUTCH.

TEXTBOOKS.

336. **Bruin, Servaas de.** De Engelsche gids voor thuis en op reis. Eenvoudige leidraad om zonder meester Engelsch te leeren (met gesprekken). 3. druk. Zutphen, W. J. Thieme & cie. [1907?] 187 p. 16½". 8-5375
337. **Boorda, P.** Engelsche spraakkunst voor schoolgebruik. Deel 1, 40e druk, met een kaartje van Londen, fl, 25. Supplement op Deel 1, 183e druk, fl, 25. Deel 2, 9e druk, fl, 25. Groningen, P. Noordhoff, 1915. 1-199 p.
338. **Tiel, C. van.** Voerebereidende cursus tot de beoefning der engelsche taal; met de noodige taalregels en taalkundige ophelderingen. Achtste druk door J. J. Heledon Rix. 's-gravenhage, J. Van der Schouw, 1909. 3-234 p. F. 1.30.

DICTIONARIES.

339. **Berkhout, B. L. Teding van.** Practical dictionary. English-Dutch and Dutch-English. With the figured pronunciation of the English words, numerous elucidative phrases and a list of abbreviations . . . Amsterdam, Uitgeversmaatschappij "Elsevier," 1896. 1080 p. illus. 16". 9-22876

340. **Bruggencate, K. ten.** Engelsch woordenboek bezorged door L. Vander Wal. 5 ed. Groningen, J. B. Wolters, 1910. 2 v. 8°. 13—8882
Deel 1. Engelsch-Nederlandsch.—Deel 2. Nederlandsch-Engelsch.
New York, Stechert. 2 v. hf. mor., \$3.
341. **Calisch, Isaac Marcus.** Nieuw Engelsch woordenboek. Nederlandsch-Engelsch.—Engelsch-Nederlandsch. 10. druk. Verb. en verm. uitgave. Arnheim [etc.] Gebrs. E. & M. Cohen [190-] 417, 499 p. 21^{cm}. 8—37741
342. **Campagne.** Dutch and English pocket dictionary. New York, Stechert. \$1.
343. **Duinen, B. van.** A new pocket-dictionary of the English and Dutch languages . . . 4th ed., rev. and considerably enl. Amsterdam, H. C. A. Campagne & son [190-?] vii, [1], 968 p. 16^{cm}. 9—14622
344. **English-Dutch and Dutch-English dictionary.** Philadelphia, Peter Reilly. \$1.50.
345. **Hossfeld.** English-Dutch and Dutch-English dictionary. New York, John Lane co. \$2.
346. **Verheul, J.** Hill's vest pocket Dutch-English and English-Dutch dictionary and self-instructor, with conversations and idioms. Philadelphia, McKay, 1914. flex. cloth, 25 cents; leather, 50 cents.
347. **Vogin, Henry F.** Nederlandsch-Engelsch handels-woordenboek bevattende: handelsuitdrukkingen, scheepstermen, handelsartikelen, rechtstermen, benamingen op het gebied van machineriën, werktuigen, electriciteit, architectuur, assurantie enz. Zutphen, W. J. Thieme & cie. [1901] 280 p. 20^{cm}. 16—16833

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348. **Chicago, Ill. Public library.** Dutch literature. 1891. 10 p.
349. **New York (City) Public library.** Dutch and Flemish book list. *In* Monthly list of additions, April, 1910, p. 94-95.

FILIPINO.

TEXTBOOKS.

350. **Campbell, Sydney A.** The illustrated Philippine reader; a simple conversational language book. New York, D. Appleton and company, 1905. vii, 87 p. illus. 19^{cm}. 5—19677
351. **Coleman, Mary E., Purcell, Margaret, Reimold, O. S., and Ritchie John W.** The Philippine chart primer. New York and Manila, World book company, 1906. vii-viii, 53, [1] p. illus. (partly col.) 16^{cm}. (Philippine education series) 7—16477
Illustrated end-papers.
"The Philippine chart primer contains the 32 lessons of the Philippine chart and six additional lessons."
352. **Gibbs, David.** The insular first[-third] reader. New York, Cincinnati [etc.] American book company [c1904-05] 3 v. illus. (part col.) 20^{cm}. (v. 2-3, 19^{cm}.) 4—29356 Revised
353. ——— Lessons in English. New York, Cincinnati [etc.] American book company [1905] 192 p. illus. (partly col.) 19^{cm}. (*On cover:* Insular series) 5—9690
354. ——— The revised insular primer. New York, Cincinnati [etc.] American book company [c1906] 128 p. illus. (partly col.) 20^{cm}. 6—42341
355. **Philippine Islands. Bureau of education.** English composition; a manual for use in Philippine public schools. Manila, Bureau of printing, 1916. 54 p. 23½^{cm}. E 16—1010

At head of title: Department of public instruction, Bureau of education, Manila.

"This manual was prepared by the teachers of English of the Philippine normal school."—p. 4.

356. Reimold, O[rlando] S[chairer] Primary language book. New York and Manila, World book co., 1906 [°1905] 95 p. col. illus. 20½^{cm}. (Philippine education series) 5—37368
357. ——— Second primary language book. New York and Manila, World book company, 1908. 160 p. incl. illus., pl. 20½^{cm}. (Philippine education series) 7—25546
358. Scripture, May (Kirk) "Mrs. E. W. Scripture." The Baldwin primer. New York, Cincinnati [etc.] American book company [1899] 128 p. incl. col. front., illus. (part col.) 19½ x 16^{cm}. 99—5668 Revised

FINNISH.

TEXTBOOKS.

359. Finland steamship co. agency, New York. Helppotajuinen englanninkielen oppikirja itseopiskelevia siirtolaisia varten. New York, Finland steamship co. agency [°1913] 112 p. 17½^{cm}. 15 cents. 13—25784
360. Oppman, R. M. Käytännöllinen Englannin kieliooppi ynnä sanavarasto. Helsingissä, Kustannuksell, 1904.
361. Suomalais-englantilainen sanakirja ja lauseoppi. New York, Nielsen & Lundbeck [°1908] [138] p. 19^{cm}. 8—30149
Contains advertising matter.

DICTIONARIES.

362. Arminen, Karl Vilhelm. Englantilais-suomalainen sanakirja. English-Finnish dictionary. Hancock, Mich., Suomalais-luteerilainen kustannusliike [1904] 320 p. 15^{cm}. 4—10550
363. ——— English and Finnish dictionary. 3d rev. ed. Hancock, Mich., Finnish Lutheran book concern [°1914] xviii, 363 p. 16^{cm}. \$2. 14—21922
364. ——— Suomalais-englantilainen sanakirja, toimittaneet K. V. Arminen ja Eetu Aaltio. Hancock, Mich., Suomalais-luleerilainen [!] kustannusliike, 1916. vi, [7]—392 p. 16^{cm}. 17—9231
365. Dufva, Otto Th. Finnish-English dictionary for schools. Raumo, Raumo printing co., 18—? 239 p. 12^o.
366. Englantilais-Suomalainen ja Suomalais-Englantilainen sanakirja ynnä lauseoppi. English-Finnish and Finnish-English dictionary and phrase book. New York, Nielsen & Lundbeck, 24 State st., 1911. 304 p. 12^o. 25 cents.
367. Nuorteva, Santeri, ed. English-Finnish dictionary. Fitchburg, Mass., Finnish socialistic publishing company [°1915] 587, [1] p. 15^{cm}. \$2.50. 15—13418
368. Rekonen, Aatu, comp. Suomalais-englantilainen tasku-sanakirja. Finnish-English pocket dictionary. Fitchburg, Mass., Pohjan tähden kirjapainossa, 1910. 191 p. 15^{cm}. [With his Englantilais-suomalainen tasku-sanakirja . . . English-Finnish pocket dictionary . . . Fitchburg, Mass., 1910] 10—24725 Revised
369. Swan, C. G., and Granström, —. Englantilais-suomalainen sanakirja. Helsingissä, Suomal. kirjallia seuran kirjapainon osakeyhtiö, 1904. ix, 1218 p. 8^o.
370. Yrjö-Koskinen, Eino Sakari. Suomalais-ranskalainen sanakirja. Helsingissä, Suomal. kirjallia. seuran kirjapainon osakeyhtiö, 1900. xv, [1], 982 p. 22½^{cm}. (Half-title: Suomalaisen kirjallisuuden seuran Toimituksia. 94. osa) 10—1329

FRENCH.

TEXTBOOKS.

371. **Barbour, Henry M.** *L'anglais dans un coup d'oeil pour les français; un nouveau système des principes les plus simples pour l'instruction universelle par soi-même avec la prononciation française complète de tous les mots.* New York, Excelsior, 1912. 3-96 p. 12°. paper, 25 cents.
372. **Briault, F.** *L'interprète pratique . . . vers l'Angleterre et l'Amérique du Nord.* Nouv. éd. Recueil français-anglais . . . Paris, A. Perche [°1910] ix, [1], 74 p. incl. tables. 21½^{cm}. fr. 2. 10—20194
373. **Dubois, E. C.** *Broken English, a Frenchman's struggle with the English language; amusing as a narrative, instructive as a handbook of French conversation.* In *English and French.* Boston, Lee and Shepard; New York, C. T. Dillingham, 1884. [3]-77 p. 15½^{cm}. 14—3519
374. **Écoles internationales, Paris.** *Méthode pour l'étude des langues vivantes. Anglais . . .* Paris, Écoles internationales [°1913] 4 v. 22½^{cm}.
CONTENTS.—v. 1-3. Leçons de conversation.—v. 4. Lecture et correspondance. 13—15185 Revised
375. **Harvey, Thomas.** *Cours de thèmes anglais préparés sur le recueil des morceaux choisis d'Eugène Favre & St. Strebinger.* Genève, J. Kessmann, 1853. 214, [211]-214 p. 20^{cm}. 14—1259
376. **Hebert, M. H.** *L'Anglais sans maître; avec la prononciation de tous les mots pour apprendre l'Anglais soi-même (Méthode Thimm).* Quatrième édition. Philadelphia, David McKay, 1915. 128 p. 12°. leather, 50 cents; flexible cloth, 25 cents.
Marlborough's English self-taught for the French.
377. **Lamonte, Antoine.** *English self-taught for the French; l'anglais sans maître, avec la prononciation de tous les mots d'après le système de Brugièrè [!]* pour apprendre l'anglais soi-même [!] Baltimore, Md., I. & M. Ottenheimer [°1914] 9 (i. e. 95) p. 18^{cm}. 25 cents. 14—14900
378. **Lugné-Philippon, J. B.** *The new English grammar.* Paris, Vuibert et Nony, 1908. 211 p. 20^{cm}. 10—15787
379. **Mauron, A., and Verrier, Paul.** *Grammaire Française, for French to learn English, with key.* New York, Wycil & co., 83 Fulton st. \$1.25.
380. ——— *Nouvelle grammaire anglaise, avec de nombreux exercices de traduction, de lecture et de conversation, suivie de vocabulaires indiquant la prononciation figurée de tous les mots anglais employés dans l'ouvrage.* 9. éd. Heidelberg, J. Groos; [etc., etc.] 1901. 2 pt. in 1 v. 20^{cm}. 6—21044
Maps on end papers.
381. **Veslot, Henri.** *L'étude des langues par la méthode directe. Introduction à l'anglais à l'usage des grands commençants.* Paris, Larousse [°1918] 111, [1] p. 20^{cm}. fr. 1.50. 13—22456

DICTIONARIES.

382. **Altamus' conversation dictionaries: English-French.** Philadelphia, H. A. Altamus. \$1.
383. **Barrère, Albert Marie Victor.** *A dictionary of English and French military terms.* 3d rev. ed. with supplement containing the latest terms and expressions. London, Hachette & c^{ie}, 1915. 2 v. 16¼^{cm}. 16—6488
CONTENTS.—pt. 1. English-French.—pt. 2. French-English.

384. **Bellogs, John.** Dictionary of French and English, English and French. Rev. and enl. by his son William Bellogs; with the assistance of Auguste Marrot and Gustave Friteau . . . New York, H. Holt and company, 1911. 3-689 p. 19^{cm}. 12-35099
 Lists of signs and abbreviations on lining-papers.
 Printed in Great Britain.
385. **Blaschke, Paul, ed.** Wörterbuch der elektrotechnik in drei sprachen. Mit einem vorwort von dr. F. Niethammer . . . Leipzig, S. Hirzel, 1901-02. 3 v. 25^{cm}. 3-4977
 CONTENTS.—1. t. Deutsch-französisch-englisch.—n. t. Französisch-deutsch-englisch.—m. t. Englisch-deutsch-französisch.
386. **Bofelle, James, and Payen-Payne, de Vinchelès.** Heath's French and English dictionary; compiled from the best authorities in both languages, revised and considerably enlarged. Boston, D. C. Heath and co., 1903. iii-xviii (ii), 596, 616 p. 12^o.
387. ——— A new French and English dictionary, compiled from the best authorities in both languages. London, Cassell and co., 1912. xx, 596 p., 1, 616 p. revised and enlarged ed. 8^o. \$1.25.
 Revised and enlarged ed., 1915.
388. **Boyer, A.** French-English and English-French dictionary. Boston, DeWolfe and Fiske co. \$2.
389. **Brown and Martin.** French and English dictionary. New York, Dutton. leather, 50 cents.
390. **Burt's** French-English and English-French dictionary. New York, A. L. Burt & co. 75 cents.
391. **Burt's** New practical French-English and English-French dictionary. New York, A. L. Burt & co. \$1.25.
392. **Cassell.** New French-English, English-French dictionary. New York, Funk & Wagnalls, 1916. flex. morocco, \$5.
393. **Clifton, C. Ebenezer.** Nouveau dictionnaire anglais-français et français-anglais, contenant tout le vocabulaire de la langue usuelle et donnant aussi que les mots nouveaux un grand nombre de termes scientifiques, techniques et commerciaux, la prononciation figurée de tous les mots. Ouvrage entièrement refondu et considerablement augmenté par J. McLaughlin. new ed. Paris, Garnier frères, 1914. 12^o. 2 v. in one.
394. ——— and **Grimaux, Adrien, comps.** Nouveau dictionnaire anglais-français et français-anglais, composé sur un plan nouveau. Nouv. éd. rev. et cor. avec un supplément, par J. McLaughlin . . . Paris, Garnier frères [1905] 2 v. 27½^{cm}. 14-4950
 Vol. [2] has title: A new dictionary of the French and English languages compiled from the dictionaries of the French academy, Bescherelle, Littré . . . and from the most recent works on arts and sciences.
395. **Collet, A. S.** Collet's French-English and English-French dictionary, composed from the standard dictionaries of the French and English languages and from various dictionaries and works of science, literature, art, etc.; containing definitions of technical, scientific and abstract terms. Rev. ed. New York, W. R. Jenkins co., 1910. 1324 p. 24½^{cm}. 10-7669
396. **Contanseau, L.** Pocket dictionary of the French and English languages. London and New York, Longmans, 1915. 50 cents (1s. 6d.); leather, \$1(3s. 6d.)
397. **Dictionnaire français et anglais.** New York, Stechert. hf. morocco, \$1.50.
398. **Douady, Jules.** Dictionnaire des termes de marine anglais-français et français-anglais. Paris, A. Challamel, 1910. [iii]-vi, 182, 191 p. tables. 15^{cm}.
 "Appendice. Monnaies, poids et mesures": pt. 2, p. [171]-191.

399. **Edgren, August Hjalmar, and Burnet, Percy B.** A French and English dictionary; with indication of pronunciation, etymologies, and dates of earliest appearance of French words in the language. New York, H. Holt and company, 1901. v-xv, [1], 1252 p. 22^{cm}. 1—12886
400. **Elwall, A.** French and English dictionary. New York, Stechert. 2 v. each, \$2.25.
401. **Feller, F. E.** English-French & French-English pocket dictionary. New York, Brentano. 2 v. each, 40 cents. Stechert, each, 50 cents.
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403. **Gasc, Ferdinand E. A.** Concise French and English dictionary. New York, Holt & co., 1903. \$1.25.
404. ——— Dictionary of the French and English languages, with more than fifteen thousand new words, meanings, etc. New York, H. Holt and company [1902] 1187 p. 20^{1/2}cm. 8—17228
In two parts, French-English and English-French.
405. ——— Pocket French and English dictionary. New York, Holt & co. \$1.
406. ——— Students' French and English dictionary. New York, Holt & co. \$1.50.
407. **Hamilton, Henry, and Legros, E.** Dictionnaire international français-anglais. Comprenant tous les mots de la langue usuelle et de la langue littéraire . . . les termes employés dans les arts, les sciences, la marine et l'art militaire . . . et, en outre, la prononciation du français figurée pour les anglais. Nouv. éd. rev. et cor., augm. d'un Supplément par Ch. Veillet-Addison . . . Paris, A. Fouraut [1911] 903, 17 p. 27^{cm}. 16—14208
"Supplément . . . contenant tous les termes scientifiques, littéraires, industriels et sportifs les plus récents . . . Bordeaux, Impr. centrale G. Delmas, 1911" (with special t.-p.): 17 p. at end.
Issued as pt. 2 of The international English and French dictionary, by I. Smith and H. Hamilton.
408. **Heath's** French dictionary. French-English and English-French Boston, D. C. Heath, 1903. \$1.50.
409. **Hill's** French-English and English-French dictionary. Philadelphia, David McKay. 25 cents; leather, 50 cents.
410. **Hossfeld, C., and Daniel L.** French-English and English-French dictionary. Milwaukee, Caspar. 762 p. 16^o. cloth, 65 cents.
411. **Hossfeld's** English-French dictionary. New York, John Lane & co. 50 cents.
412. **International correspondence schools, Scranton, Pa.** A textbook on French . . . Scranton, International textbook company [1903] 4 v. illus. 23^{1/2}cm.
CONTENTS.—[v. 1] Conversational lessons.—[v. 2] Grammar.—[v. 3] French reader.—[v. 4] French-English lexicon. English-French lexicon. 3—10913
413. **International French-English and English-French dictionary; editorial critic of French pronunciations, Paul Passy . . . editorial critic of English pronunciations, George Hempl . . .** New York city, Hinds, Noble & Eldredge [c1904] 11+637, 50+602 p. 21^{1/2} x 15^{1/2} m. (Half-title: Uniform international dictionaries of all subjects in all languages, ed. by R. M. Pierce) 5—10588
414. ——— New York city, Hinds, Noble & Eldredge, 1905. \$3.
415. **James, William, and Molé, A.** Dictionary of the English and French languages. 17th, entirely new and modern ed. Completely rewritten and greatly enl., by Louis Tolhausen . . . and George Payn, assisted by E. Heymann . . . Leipzig, B. Tauchnitz, 1906. x, 564, 663, [1] p. 20^{cm}. 10—2770
416. ——— Dictionary of the French and English languages. New York, Macmillan, 1916. \$1.50.

417. **Jäschke, B.** English-French conversation dictionary. New York, Stechert. 75 cents.
418. **Knoblauch, W. von.** Dictionary of argot (French-English). New York, Dutton, 1912. im. morocco, 50 cents.
419. **Latham, E.** French-English and English-French. New York, Dutton, 1910. 50 cents.
420. **Lilliput** French-English: English-French dictionary. New York, Brentano, 1912. 2 v. each, 30 cents.
421. **Lolme, J. L. de.** A new French and English dictionary, comp. from the best authorities in both languages. Rev. and considerably enl. London, New York [etc.] Cassell and company, limited, 1913. [v]-xviii, [2], 595, [3], 616 p. 20^{cm}. 15—3670
Compiled by Professors De Lolme, Wallace, and Henry Bridgeman, edited by James Boilelle, and after his death by de V. Payen-Payne.
422. **Lucas, F.** English-French and French-English of motor-car, cycle and boats. New York, Spon & Chamberlain, 1905. \$2.
423. **Ludwig, A., and Lallemant, H.** English and French vocabulary. 4th ed. Milwaukee, Caspar. 706 p. 16^o. cloth, \$1.
424. ——— New English and French vocabulary. Philadelphia, P. Reilly. net, 75 cents.
425. **McLaughlin, C.** New French-English dictionary. New York, Jenkins, 1912. \$1.
426. **McLaughlin, J.** New vocabulary containing all the usual words with their pronunciation figured. English-French. Paris, Garnier frères [1900] 378 p. 13 $\frac{1}{2}$ ^{cm}. (Vocabulaires Garnier) 11—17404
427. ——— and **Clifton, E.** New dictionary of the French and English languages. Philadelphia, David McKay, 1916. English and French part. 676 p.
Includes scientific, technical, and commercial terms lately brought into use.
428. **Nugent.** French-English and English-French dictionary. New York, F. Warne & co., 1916. 75 cents. 2 v. each, 40 cents; bijou pocket ed., 50 cents; limp seal, 75 cents. 2 v. each, 35 cents.
429. **Nutt, ———.** Conversation dictionary in English-French. New York, Lemcke Stechert, 1906. 75 cents.
430. **Passy, Paul, and Hempl, George.** International French-English and English-French dictionary. New York, Hinds, Noble & Eldridge, 1904. square 8^o. 11, [1], 637, [1], 50, [1], 602 p.
431. [**Phin, John**] A guide to good living. A pocket dictionary of the French terms employed in cookery, confectionery, and kindred arts, and on menus or bills of fare, giving the meaning, pronunciation, and grammatical relations of each word according to the best authorities . . . New York, The Industrial publication co. [c1896] 32 p. 13 $\frac{1}{2}$ ^{cm}. 7—26057 Revised
432. **Pitt, George Early.** Military French; a concise manual for the use of officers and noncommissioned officers in the expeditionary forces, containing essential information as to French army ranks, money, weights and measures, railways, motoring terms, Red cross work, countries of Europe, with a selection of practical conversational expressions. London, New York [etc.] Hodder and Stoughton, 1915. viii, 71 p. 17^{cm}. (*Half-title*: The Daily telegraph war books) 15—23349
433. **Saalfeld.** Vest-pocket English-French and French-English dictionary. New York, Saalfeld. 25 cents; leather, 50 cents.

434. **Roubaud, E.** *Heath's French and English dictionary; compiled from the best authorities of both languages, by Professors DeLolme and Wallace and Henry Bridgeman; revised, corrected, and considerably enlarged by Professor E. Roubaud.* Boston, D. C. Heath and co., 189-?
435. **Sabersky, Heinrich.** *A pocket-dictionary of the English and French languages, giving the pronunciation according to the phonetic system of Toussaint-Langenscheidt.* London, H. Grevel & co.; New York, The International news company; [etc., etc., '1914-15] 2 v. 15½^{cm}. (Toussaint-Langenscheidt method) 14—10961 Revised
436. **Serrailier, Lucien.** *Vocabulaire technique des chemins de fer; termes français, anglais et américains. Railway technical vocabulary, French, English, and American terms. Avec 22 tableaux . . .* London, New York, Whitaker & co., 1897. xx, 222 p. incl. 22 tab. 19^{cm}. 3—26407
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437. **Spiers, Alexander.** *Dictionnaire général anglais-français. Supplément renfermant un grand nombre de termes usuels et littéraires nouveaux, des termes scientifiques et techniques les plus récents, et des néologismes de tous genres et contenant la rectification de quelques données du Dictionnaire et l'addition de sens nouveaux, par Victor Spiers . . .* Paris, G. Mesnil-Dramard [1905] 2 v. 26½^{cm}. 5—17185
 CONTENTS.—[v. 1] Partie anglaise-française.—[v. 2] French-English part.
438. ——— **and Sureenne, Gabriel.** *The standard pronouncing dictionary of the French and English languages, in two parts.* New York, D. Appleton and co., 1910. 583+390 p. 12°. (School edition)
 Part I. French-English.
 Part II. English-French.
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440. **Stevens, C. M.** *Hill's French-English and English-French vest-pocket dictionary, with conversations and idioms.* Philadelphia, David McKay, 1898. 50 cents.
441. **Tolhausen, A.** *Dictionnaire technologique dans les langues française, allemande et anglaise.* 5th ed. New York, Macmillan, 1908. 3 v. each, \$2.75.
See Tolhausen. German dictionary.
442. **Travers, Albert.** *Vocabulaire postal et télégraphique anglais-français et français-anglais contenant les termes en usage dans les services de l'exploitation des postes et des télégraphes.* Rennes-Paris, Typ. Oberthur, 1894. ix, [1], 346, [2] p. 17^{cm}. 1—7192
443. **Wessely, Ignaz Emanuel.** *Pocket dictionary of the English and French languages.* 31st ed. Rewritten, improved, and greatly enl. by L. Tolhausen and G. Payn. In collaboration with M. Eug. Heymann. *Dictionnaire de poche anglais-français et français-anglais.* 31. éd. Rev., perfectionnée et bien augm., par L. Tolhausen et G. Payn. Avec le concours de M. Eug. Heymann. New York, Washington [etc., 1908?] vi, [2], 272, 231, [1] p. 16^{cm}. (Half-title: Tauchnitz new pocket dictionaries) 9—24072
 Printed in Leipzig.
444. **Williamson, Alexander.** *A French-English dictionary of legal words and phrases including legal commercial terms most commonly in use.* London, Stevens and sons, limited, 1911. ii, 135, [1] p. 20^{cm}. 12—16949

445. **Wiswell, C. H., and Dudley, A. T.** School vocabularies. Parts 1 and 1.1 French and German. Boston, Somerset printing co., 1900. 28, 29 p. 16°. Feb. 21, 1901—205
446. **Wood, A. F.** Globe English-French pocket dictionary. Philadelphia, Lippincott, 1911. 75 cents.

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448. ——— Selected list of French books. 1908. 35 p. 25 cents.
449. **Béthlésem, L'abbé.** Pièces de théâtre. 1910. 75 cents.
450. ——— Romans à lire et romans à proscrire. 1905. 75 cents.
451. **Boston, Mass. Public library.** Works of fiction in the French language. 1892. 105 p.
452. **Bowerman, Sarah G.** Recent French literature. Annotated list. American library association, 1916.
453. **Bracq, J. C., comp.** List of French books. Chicago, 1910. 25 cents.
454. **Catalogue raisonné of world literature.** Pt. 2. French literature. New York, Lemcke & Büchner, 30 W. 27th st., 1895. 36 p. Annotated. Supplement, 16 p. Annotated.
455. **Chicago, Ill. Public library.** French literature. 1890. 144 p.
456. **Holyoke, Mass. Public library.** Catalogue de livres imprimées dans la langue française. 1910. 16 p.
457. **Liste des ouvrages acceptées par la Commission central des bibliothèques municipales de Paris.** Annual. Library journal, January, 1908, p. 13.
458. **Lowell, Mass. City library.** French fiction in the library, 1916. Paper.
459. **Minneapolis, Minn. Public library.** French literature. 1909. 44 p.
460. **New Bedford, Mass. Public library.** Catalogue des livres français. 1911. 32 p.
461. **Revue critique des livres nouveaux.** Monthly, \$1.25 per year.
462. **San Francisco, Cal. Public library.** Finding list of French fiction. 1911. 23 p.
463. **Thieme.** Guide bibliographique de la littérature française de 1800—1908. Welter, 1907. \$3.75.

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TEXTBOOKS.

464. **Ahn, Franz, i. e. Johann Franz.** Dr. F. Ahn's Praktischer lehrgang zur schnellen und leichten erlernung der englischen sprache. Hrg. von Heinrich Ginal. Dritter cursus. Philadelphia und Leipzig, Schäfer und Koradi, 1878. 39—199 p. 18^{cm}. 14—16805
Added t.-p.: Führer im geschäftsleben. Anleitung, sich im geschäftsleben schriftlich auszudrücken, englisch und deutsch, nebst einer auswahl von reden, abhandlungen und erzählungen zum uebersetzen, mit angefügtem wörterbuch . . .
465. ——— Praktischer lehrgang zurschnellen und leichten erlernung der englischen sprache. 1st course. 6th ed. St. Louis, B. Herder, 1913. 136 p. 12°. 35 cents.
See Eben, C. T.
466. **Amerikanischer dolmetscher.** Ein unfehlbarer rathgeber für einwanderer und eingewanderte. Enthält eine kurzgefasste und für jedermann verständliche grammatik der englischen sprache und anleitung in kurzer zeit ohne lehrer englisch sprechen und schreiben zu lernen . . . Akron, O., The Saalfeld publishing co. [c1901] 365 p. 16^{cm}. 1—23527

467. **Appleton, John L.** Neue praktische methode die englische sprache in kurzer zeit lesen, schreiben und sprechen zu lernen. Mit angabe der englischen aussprache und betonung. Neue, revidirte, mit einem anhang: "Abriss der englischen und amerikanischen literatur," von E. R. Schmidt, PH. D., verm. aufl. Philadelphia, Schäfer & Koradi, 1893. [iii]-viii, [9]-588, 32 p. 18^{cm}. 14—1680.
468. **Arnold, Johann Franz.** Dr. Johann Franz Arnold's Praktische grammatik der englischen sprache. Nebst vielen gesprächen und uebungen zum uebersetzen aus dem deutschen in's englische und aus dem englischen in's deutsche, so wie einem anhang, enthaltend eine gründliche anweisung in der einfachen englischen buchführung für handwerker und detaillisten und einer menge von geschäfts-formularen, als: rechnungen, quittungen, wechsel, etc., etc. Nach dem originale auf's neue bearb. und mit vielen zusätzen vermehrt von W. H. Furness, D. D. Philadelphia, J. Weik, 1849. ix, 336 p. 19^{cm}. 14—16806
469. **Baumann, Heinrich.** Der kleine Toussaint-Langenscheidt; Englisch. Zur schnellsten aneignung der umgangssprache durch selbstunterricht, reisesprachführer, conversationsbuch, grammatik, und wörtermaschinen. Berlin, Schöneberg. lxxx, 484 p. Taschenformat. M 3.
470. **Caspar, C. N.** Americanischer dolmetscher or American interpreter. Milwaukee, Wis., C. N. Caspar co., 1911. 71st ed. 380 p. 60 cents, postage prepaid.
 "An unerring adviser for German immigrants and German-Americans," comprising grammar, dialogues, dictionary, guide to speaking and writing English, with collection of letters, bills, receipts, contracts, notes, advertisements, and business cards. Gives weights and measures, money system, post-office regulations, political institutions, homestead laws, naturalization laws, Constitution of the United States.
471. **Dommasch, Otto.** Neuer englischer lehrgang, mit aussprachebezeichnung zum schul- privat- und selbstunterricht. New York, Selbstverlag des verfassers, 1908. 135, [1] p. 18½^{cm}. 8—36711
472. **Eben, Carl Theodor.** Ahn's lehrgang der englischen sprache. Philadelphia, Kohler publishing co., 1912. 90 cents. 12—32294
473. Englisch für Deutsche; methode Toussaint-Langenscheidt. Brieflicher sprach- und sprech-unterricht für das selbststudium. (Van Dalen, Lloyd, and Langenscheidt.) Berlin, Schönefeld. Eingehüllt in 36 briefe, 1000 s. 8°. M. 27.
474. Englisch in Amerika. Philadelphia, Kohler. 30 cents.
475. **Flaxman, Robert.** Handbuch der englischen und deutschen umgangssprache. Berlin, Schöneberg. M. 2.75.
476. **Gaspey, T., and Runge, H.** Englisch konversations grammatik. New York, Stechert. Key, 50 cents; \$1.10.
477. **Goldschmidt, Thora.** Bildertafeln für den unterricht im englischen; 26 anschauungsbilder mit erläuterndem text, textübungen und einem systematisch geordneten wörterverzeichnis. 3., neubearb. aufl. Für die deutschen sprachgebiete autorisierte ausgabe. Leipzig, F. Hirt & sohn, 1907. 71, [1] p. illus. 25½^{cm}. 7—29533
478. **Hausknecht, Emil.** Englisch-deutsches gesprächsbuch. Leipzig, G. J. Göschen, 1909. 136 p. 15½^{cm}. (Sammlung Göschen. [424]) 9—12256
479. **Hoppe, A.** Lehrbuch der englischen sprache; für schulen, mit aussprachebezeichnung nach der methode Toussaint-Langenscheidt. Berlin, Schöneberg. 352 p. 8°. M. 2.90.
480. **Hossfeld.** English-German commercial correspondent. New ed. Milwaukee, Caspar. 432 p. 16°. cloth, \$1.

481. **Howe, F. C.** Socialized Germany. New York, Scribner, 1915. \$1.50.
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484. **Koch, John.** Kurze englische lesestücke; vornehmlich als beigabe zu seinem praktischen lehrbuch der englischen sprache doch auch zur privatektüre. 3. und 4. verb. aufl. Berlin, E. Goldschmidt, 1907. 60 p. 21½^{cm}. 8—3963
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486. ——— Schlüssel zu den deutschen übungssätzen und übungstücken im praktischen elementarbuch zur erlernung der englischen sprache. Berlin, E. Goldschmidt, 1907. 30 p. 24½^{cm}. 7—35642
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488. **Kölle, Friedrich Ludwig.** Englisches sprachbuch. Naturgemässe anleitung zur vollständigen erlernung des englischen . . . Stuttgart, K. Hofbuchdr. zu Guttentberg, 1850. xviii, 346 p. 21^{cm}. 10—25020†
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490. **Ollendorff, H. G.** Grammar for Germans to learn English. Ed. by P. Gands. New York, American book co. \$1.05.
491. **Pünjer, J., and Hodginkson, F. F.** Lehr- und lesebuch der englischen sprache. Hannover und Berlin, Carl Meyer, 1910. Ausgabe B. Teil I, 5 auflage, 149 p. M. 1.80.
492. **Rosenthal, Richard S.** Das meisterschafts-system zur praktischen und naturgemässen erlernung der englischen geschäfts- und umgangssprache in fünfzehn lektionen nebst einem schlüssel. Eine neue methode, in drei monaten eine sprache sprechen, schreiben und lesen zu lernen. 31. aufl. Rev. ausg. . . . Leipzig, Rosenthal [1909] 16 v. 19½^{cm}. M. 10 9—31041
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493. ——— Meisterschafts system. New York, Stechert, 1916. \$4.
494. **Schlessing, A.** German-English conversation. New York, Macmillan, 1909. 75 cents. (Tauchnitz manuals of conversation)
495. ——— Neues handbuch der englischen conversations-sprache. New York, Macmillan. 75 cents.

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498. **Zetzsche, Hermann.** Englisches hilfsbuch für auswanderer, für den privat- und selbstunterricht, mit besonderer berücksichtigung der aussprache. Leipzig, R. Gerhard, 1912. 128 p. illus. 16^{cm}. M. 1.80. 12—24945

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500. **Ahn, J. F.** Americanischer dolmetscher. New York, Steiger. cloth, 50 cents; paper, 35 cents.
501. ——— School dictionary of the English and German languages. St. Louis, Mo., Witter. 60 cents.
502. **Altamus' conversation dictionaries.** English-German. Philadelphia, Hy. A. Altamus. \$1.
503. **Atkinson, Charles Francis, ed.** Dictionary of English and German military terms and other words useful to officers. London, H. Rees, ltd., 1915. 16^{cm}. 15—20638
504. **Bellows, M.** Dictionary of German and English, and English and German. New York, Holt, 1912. \$1.75.
505. **Bernhardt, W.** German-English vocabulary. New York, American bk. co. 75 cents.
506. **Blackley, W. L., and Friedländer, C. M.** Practical dictionary of the German and English languages. New York, Longmans. \$1.25.
507. **Blaschke, Paul, ed.** Wörterbuch der elektrotechnik in drei sprachen. Mit einem vorwort von dr. F. Niethammer . . . Leipzig, S. Hirzel, 1901-02. 3 v. 25^{cm}. 3—4977
 CONTENTS.—I. t. Deutsch-französisch-englisch.—II. t. Französisch-deutsch-englisch.—III. t. Englisch-deutsch-französisch.
508. **Blum, J.** English-German and German-English dictionary. Boston, Little, 1909. \$1.25.
509. ——— Praktisches taschenwörterbuch der umgangssprache mit der aussprache sämtlicher wörter. Deutsch-englisch. Paris, Garnier frères, 1907. 299 p. 13¹/₄^{cm}. 11—17222
510. **Breul, Karl Hermann.** A new German and English dictionary, comp. from the best authorities in both languages; rev. and considerably enl. New York and London, Funk & Wagnalls company, 1915. xii, 797, 545, [1] p. 20^{cm}.
 1st edition comp. by Miss Elizabeth Weir, and pub. in 1888.
 Pub. also by D. C. Heath & co. under title "Heath's German and English dictionary." [1906]
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511. **Burt's German-English and English-German dictionary.** New York, A. L. Burt co. 75 cents.
512. **Caspar, Carl Nicolaus Joseph Matthias, comp.** Caspar's technical dictionary, English-German and German-English; comprising the most important words and terms employed in technology, engineering, machinery, chemistry, navigation, shipbuilding, electrotechnics, automobilism, aviation, etc., etc. According to the usage and terms of expressions as employed in technical and scientific works, periodical publications, etc., and latest authorities. Milwaukee, Wis., C. N. Caspar co. [1914] 272 p. 16^{cm}. \$1. 14—3418
513. **Cassel.** New German-English, English-German dictionary. New York, Funk & Wagnalls, 1915. flex. morocco, \$5
514. **Close, J. B.** German and English dictionary. Portland, Me., Nelson. 75 cents; leather, \$1.
515. **Feller, F. E., and Curle, M. A.** English-German and German-English pocket dictionary. New York, Dutton. 2 v., each 50 cents. New York, Stechert. each 40 cents.
516. **Fluegel, Felix.** A universal English-German and German-English dictionary. 4th ed. Braunschweig, George Westermann, 1908. 2 parts in 3 v. 4°.
vol. 1 and 2. English-German.
vol. 3. German-English.
517. **Fluegel, K. F. A., and others.** School and hand lexicon of the German and English languages. New York, Lemcke. 2 v. hf. leather, \$5.20. German-English separate, \$3.
518. **Grieb, Christian Friedrich, and Schröer, Arnold.** Chr. Fr. Grieb's dictionary of the English and German languages rearranged, revised, and enlarged, with special regard to pronunciation and etymology. 11th ed. Berlin, Schöneberg, Mentorverlag g. m. b. h. 2 v.
Vol. 1. English and German, 1356 p.
Vol. 2. German and English, 1190 p.
519. ——— German and English dictionary. New York, Stechert. 2 v. hf. morocco, \$5.50; each, \$3.
520. **Grimm, J. L. K., Grimm, W. K., and Webster, N.** Grimm-Webster English-German and German-English dictionary. Chicago, Laird & Lee. 25 cents; 50 cents; morocco, \$1.
521. **Haltenhoff, A. G., ed.** A new German-English dictionary [in Roman type]; containing some 36,000 German words with English equivalents in general and technical use, with numerous Latin scientific names and chemical formulae; the principal tenses of verbs and numerous idioms. London, Hachette & co. [1916?] 962 p. 12°.
522. **Hills' German-English and English-German dictionary.** Philadelphia, David McKay. 25 cents; leather, 50 cents.
523. **Hossfeld's German-English dictionary.** New York, John Lane co. 30 cents.
524. **International correspondence schools, Scranton, Pa.** Lexicon. 1st ed. German-English. Scranton, Pa., International textbook company [1903] cover-title. 215 p. 23^{cm}. 10—30982†
525. ——— A textbook on German . . . Scranton, International textbook company [1903] 4 v. illus. 23½^{cm}. 3—19056
CONTENTS.—[v. 1] Conversational lessons.—[v. 2] Grammar.—[v. 3] German reader.—[v. 4] German-English lexicon. English-German lexicon.
526. **Jäschke, R.** English-German conversation dictionary. New York, Stechert. 75 cents.

527. **James, W.** Dictionary of the German and English languages. 43rd ed. New York, Macmillan, 1916. \$1.50.
528. **Kinzelbach, A.** Jagdlicher sprachführer. Deutsch-englisch. Taschenwörterbuch für jäger, fischer, forstleute und naturfreunde. Berlin, P. Parey, 1901. x, 221 p. 14½ x 10^{cm}. 3—27296
Added t.-p.: Manual of sporting terms. English-German ...
529. **Kunet, P. J.** American dictionary of the English and German languages. Philadelphia, Kohler. \$1.
530. **Lang, Hugo.** Lang's German-English dictionary of terms used in medicine and the allied sciences. 2d ed., edited and rev. by Milton K. Meyers ... Philadelphia, P. Blakiston's son & co., 1913. vii, 564 p. 24^{cm}. \$5. 13—8330
531. **Langah, D.** English-German dictionary. St. Louis, Langah, 1910. paper, 25 cents.
532. **Lilliput** German-English, English-German dictionary. New York, Brentano, 1912. 2 v. each, 30 cents.
533. **Lindemann, Hermann.** Pocket dictionary of the English and German languages. New York, International news co. 2 v. each, 70 cents.
534. ——— Taschenwörterbuch der englischen und deutschen sprache, mit angabe der aussprache nach dem phonetischen system der methode Toussaint-Langenscheidt. Berlin-Schöneberg, Langenscheidt [°1911-12] 2 v. 16^{cm}. (Methode Toussaint-Langenscheidt) 12—3626
CONTENTS.—1 t. Englisch-Deutsch. 2 t. Deutsch-Englisch.
535. **Longman, F. W.** Pocket dictionary of the German and English languages. 6th ed. New York, Longman. 90 cents.
536. **Löwe, H.** Phraseologie der englischen sprache. Including a systematic vocabulary. Berlin, Schönefeld. M. 3.
537. **Morwitz, Edward.** American dictionary of the German and English languages, containing all the words used in daily life, as well as in business and scientific pursuits. 47th ed. with appendix. Caspar's technical dictionary, English-German and German-English. Milwaukee, Wis., C. N. Caspar co., 1914. 1300, 272 p. 16°. buckram, \$2.
538. ——— and others. **Morwitz's** American pocket dictionary of the English and German languages ... In two parts. [12th ed.] Milwaukee, Wis., C. N. Caspar co. [°1915] 639 p. 16^{cm}. 75 cents. 16—648
539. **Muret, Eduard.** Muret-Sanders enzyklopädisches englisch-deutsches und deutsch-englisches wörterbuch, mit angabe der aussprache nach dem phonetischen system der methode Toussaint-Langenscheidt. Hand- und schulausg. (auszug aus der groszen ausg.) ... Berlin-Schöneberg, Langenscheidtsche verlagsbuchhandlung (Prof. G. Langenscheidt) [°1910] 2 v. 27½^{cm}.
CONTENTS.—t. 1. Englisch-deutsch, von B. Klatt, neubearb. von E. Klatt. 108.-137. tausend.—t. 2. Deutsch-englisch, neue, verb und stark verm. auf. von H. Baumann. 99.-129. tausend. 11—1209-
540. **Nutt's** conversation dictionary in English-German. New York, Lemcke. 75 cents.
541. **Patterson, Austin McDowell.** A German-English dictionary for chemists. 1st ed. 1st thousand. New York, John Wiley & sons, inc.; [etc., etc.] 1917. xvi, 316 p. 18^{cm}. \$2. 17—6769
542. **Philipp, Karl.** Dictionary of German and English forest-terms. Neudamm, J. Neumann [1901] [vii]-viii, 107, [1] p. 20½^{cm}. 11—905
CONTENTS.—pt. 1. German and English.—pt. 2. English and German.

543. Pocket-dictionary, English-German and German-English, the pronunciation phonetically indicated. 5th ed. Berlin-Schöneberg, Mentorverlag, g. m. b. h. [191-?] 2 v. in 1. 14½^{cm}
 Added t.-p. in German.
 German words in Roman type.
544. Röhrig, Ernst Otto. Wörterbuch in englischer und deutscher sprache für berg- und hüttentechnik und deren hilfswissenschaften. Mit benutzung der hinterlassenen sammlung von Adolph Becker. Leipzig, A. Felix; New York, B. Westermann & co.; [etc., etc.] 1881. 2 v. 18½^{cm}. 9—2457
 CONTENTS.—1 th. Englisch-deutsch.—2 th. Deutsch-englisch.
545. Rothwell, J. S. S. German and English pocket dictionary. New York, Stechert. 75 cents. 14—3138
546. Saalfeld's German-English and English-German dictionary. Akron, O., Saalfeld. 25 cents; leather, 50 cents.
547. Sattler, Wilhelm Ferdinand] Deutsch-englisches sachwörterbuch. Mit besonderer berücksichtigung der grammatik, synonymik und der realien. Mit zitatén und einem alphabetischen v rzeichnis der englischen wörter. Leipzig, Rengersche buchhandlung, 1904. xx, 1035 p. 24^{cm}.
 "Abkürzungen der zitate:" [vii]-xviii.
548. ——— Deutsch-englisches sachwörterbuch. Alphabetisches verzeichniss der englischen wörter. Leipzig, Rengersche buchhandlung, 1905. 89 p. 24^{cm}.
 5—16230-1
549. Schmidt, Immanuel, and Tanger, G., eds. Flügel-Schmidt-Tanger, a dictionary of the English and German languages for home and school . . . With special reference to Dr. Felix Flügel's Universal English-German and German-English dictionary. 5th ed. Brunswick, G. Westerman, 1901. 2 v. 28½^{cm}.
 The dictionary on which the present work is based was itself a complete revision of Johann Gottfried Flügel's Vollständiges engl.-deutsches und deutsch-engl. wörterbuch.
 CONTENTS.—v. 1. English-German.—v. 2. German-English.
 2—15839/5 X47D
550. Schroer, M. M. A. Neuenglisches aussprachwörterbuch. New York, Lemcke, 1913. \$1.15.
551. Stevans, C. M. Hill's German-English and English-German vest-pocket dictionary, with conversations and idioms. Philadelphia, David McKay, 1908. Cloth, 25 cents; flex. leather, 50 cents.
552. Tafel, J. F. L., and Tafel, L. English-German and German-English pocket dictionary. 5th ed. Philadelphia, J. J. McVey, 1915. 75 cents.
553. Tolhausen, A. Dictionnaire technologique dans les langues française, allemande et anglaise. 5th ed. New York, Macmillan, 1908. 3 v. each, \$2.75.
 See Tolhausen. French dictionaries.
554. Wessely, I. E. New pocket dictionary of the English and German languages. 23rd ed. New York, Stechert. 75 cents.
555. Whitney, W. D., and Edgren, A. H. Compendious German and English dictionary. New York, Holt, 1905. \$1.50.
556. Wiswell, C. H., and Dudley, Albertus True. School vocabularies. Parts I and II. French and German. Boston, Somerset printing co., 1900. 28, 29 p. 16°. Feb. 21, 1901—205
557. Zahner, C. German-English and English-German dictionary. New York, Hurst. 60 cents; hf. leather, \$1.

558. Zorn, Ludwig von, *pseud?* Laird & Lee's English-German, englisch-deutsches, German-English, deutsch-englisches dictionary (taschenwörterbuch) Chicago, Laird & Lee [1901] [7]-356 p. incl. front. 15 x 7^{mm}. (The international vest-pocket library) 1—15176
559. ——— Chicago, Laird, 1906. leather, 50 cents.

AIDS TO LIBRARIANS.

560. American library association. Selected list of German books. 1907. 58 p. 50 cents.
Annotated Starred for first purchase.
561. Besten bücher aller zeiten und literaturen. Berlin, Pfeilstücker, 1890. 20 cents.
562. Boston, Mass. Public library. Works of fiction in German. 1905. 164 p.
563. Brockhaus, F. A. Catalogue of foreign literature. Leipsig, 1910. 258 p.
564. ——— Hand-katalog der neueren deutschen literatur. Leipsig, 1908. 919 p.
565. ——— Systematisches bücherverzeichnis. Leipsig, 1910. 592 p.
566. Brooklyn, N. Y. Public library. German books. 1907. 105 p.
567. Buffalo, N. Y. Public library. Books in German. 1908. 155 p.
568. Catalogue raisonné of world literature. New York, Lemcke & Buechner, 1894. Pt. 1. German literature. 36 p.
Annotated. Supplements varying from 4 to 28 p. issued continually.
569. Chicago, Ill. Public library. German books added to the Chicago public library since 1909. 1912.
570. ——— German literature. 1890. 89 p.
571. Cincinnati, O. Public library. Finding list of German prose fiction. 1903. 44 p.
572. Foreign book catalogues, especially German. New York, Stechert.
573. Gattiker, Emma, *comp.* German books. Chicago, Ill., American library association, 1910. 50 cents.
574. Milwaukee, Wis. Public library. Vollständiger katalog der deutschen bücher. 118 p. 1910.
575. Minneapolis, Minn. Public library. German literature. 27 p. 1907.
576. New Bedford, Mass. Public library. Katalog der bücher in den deutschen und anderen sprachen. 1903.
577. Providence, R. I. Public library. Reading list on German literature. 1911. 5 p.
Titles suggested by Prof. von Klenze, of Brown university.
578. St. Louis, Mo. World's Exposition. German library. Leipsic, Volckmar, 1904.
579. Wisconsin. Free library commission. German group of traveling libraries. Madison, Wis.

GREEK (MODERN).

TEXTBOOKS.

580. Bouge, Xavier de. Modern Greek-English method. Milwaukee, Caspar, 1907. 395 p. 8°. cloth, \$1.25.
581. Deffner. Μικρά ἀγγλικὴ μέθοδος ὑπὸ 'Εμιλίου 'Οττο καὶ Ι. Ροῦγκε, διασκευάσθαις πρὸς χρῆσιν τῶν Ἑλλήνων ὑπὸ Δέφνερ. Heidelberg, Julius Groos, 1910. 223 p. 8°. (Methodos Gaspey-Otto-Sauer)

582. Divry, Demosthenes Constantopoulos. Ἀναγνώσματα ἢ μεταφράσεις κατὰ λέξιν νεωτέρων καὶ κλασικῶν ἀγγλῶν καὶ ἀμερικανῶν συγγραφέων. New York, D. C. Divry, 1912. 7-317 p. 18^{cm}. (The teacher of English, by D. Divry. Πρόχειρος διδάσκαλος τῆς ἀγγλικῆς [v. II, 2]) 14—13558
On cover: Διδάσκαλος τῆς ἀγγλικῆς, μέρος β'.
English and Greek on opposite pages.
583. ——— D. C. Divry's pocket Greek-English dialogues . . . New York, D. C. Divry, 1913. [11]-430 p. 13½^{cm}. \$1. 13—10335
584. ——— The teacher of English. Πρόχειρος διδάσκαλος τῆς ἀγγλικῆς, ἀπλὴ . . . μέθοδος πρὸς ἀκριβῆ . . . ἐκμάθησιν τῆς ἀγγλικῆς γλώσσης. New York, D. C. Divry, 1910. [γ']—ια', 256 p. 18^{cm}. \$1. 11—1104
585. Johnson, Brown, Murray, and Cornwell. Modern Greek-English grammar. Milwaukee, Caspar. 8^o. paper, \$1.
586. Kontopoulos, Nicholas. Νεοτατοὶ πληρεῖς Ἑλληνο-Ἀγγλικοὶ διάλογοι. New York, Stechert, 1905.
587. Modern Greek-English grammar. Milwaukee, Caspar. cloth, 50 cents.
588. Modern Greek-English method. Milwaukee, Caspar. cloth, \$1.
589. Νέοι ἑλληνοαγγλικοὶ διάλογοι "Ἀτλαντίδος" περιέχοντες τὴν γνησίαν προφορὰν τῶν ἀγγλικῶν λέξεων δι' ἑλληνικῶν χαρακτήρων ὅπως αὐταὶ προφέρονται ἐν Ἀμερικῇ . . . New York, "Atlantis," 1912. 255 p. 23½^{cm}. \$1. 12—16670
In 2 parts paged continuously.
590. Nunn, H. P. V. Key to the elements of New Testament Greek. New York, Putnam, 1915. 50 cents.
591. ——— Short syntax of New Testament Greek. New York, Putnam, 1914. 80 cents.
592. Zōniadēs, Athanasios. Πλήρης ἑλληνο-ἀγγλικὸν καὶ ἀγγλο-ἑλληνικὸν ἐπιστολάριον; περιέχον ἐμπορικὰς, οἰκογενειακάς, φιλικὰς καὶ ἐρωτικάς ἐπιστολάς. Ἐπίσης προσκλήσεις γάμων, ἐσπερίδων . . . καὶ προπόσεις. Ἐκδοσις β'. Ἐπιζητημένη καὶ ἐπιδιορθωμένη ἐκδοσις Ἀτλαντίδος. Νέα Τόρκη, Τυπογραφικὰ καταστήματα "Ἀτλαντίδος," 1910. 236 p. 23^{cm}. \$1. 10—16962
1. Letter-writing. 2. Letter-writing, Greek (Modern).

DICTIONARIES.

593. Contopoulos, N. Greek and English dictionary. New York, Stechert. 2 v. hf. morocco, \$8.50.
594. Divry, Demosthenes Constantinopoulos. Vest-pocket English-Greek and Greek-English dictionary. Ἀγγλο-ἑλληνικὸν καὶ ἑλληνο-ἀγγλικὸν λεξικὸν θυλακίου. New York, D. C. Divry, 1910. 160, 138 p. narrow 24^o.
595. Δύο ἐπίτομα λεξικά· ἀγγλο-ἑλληνικὸν καὶ ἑλληνο-αγγλικὸν μετὰ προφορᾶς. Ἐκδοσις Ἀτλαντίδος, . . . English-Greek and Greek-English dictionary . . . [Ἐν Νέῃ Τόρκη, ἐκ τοῦ τυπογραφείου τῆς "Ἀτλαντίδος," 1907] 2 v. in 1. 19^{cm}.
Cover-title. 7—6153
596. Edwards, G. M. English-Greek lexicon. 2nd ed. New York, Putnam, 1915. \$2.25.
597. English-modern Greek and modern Greek-English dictionary. Milwaukee, Caspar. 564 p. 12^o. cloth, \$2.25.
598. English-modern Greek pocket dictionary. Milwaukee, Caspar, 1907. 60 cents.
599. Jannaris, A. Modern Greek-English dictionary. New York, American book co. \$2.50.

600. **Kontopoulos, N[ikolaos]** Greek-English lexicon with explanations of the more difficult pronunciation of the English words in order to facilitate the Greek learner. 4th ed., increased and diligently revised. Publisher, Anestis Constantinides. Athens, A. Constantinides' printing press, 1900. 614 p. 23½^{cm}. 2—8771/2
601. ——— *Λεξικὸν ἀγγλοελληνικόν. Ἑκδόσις 3 . . . Ἐν Ἀθήναις, Κ. Ἀντωνιάδης, 1892.* 692 p. 23½^{cm}. 2—8772/2
602. **Kyriakidēs, A.** Modern Greek-English dictionary with a Cypriote vocabulary. 2d ed. (Rev. throughout) Athens, Printed by A. Constantinides, 1909. 908 p. 25½^{cm}. 10—15788
603. Modern Greek-English concise dictionary. Milwaukee, Caspar. 277 p. 18°. cloth, \$1.25.
604. **Moulton, J. H., and Milligan, G.** Vocabulary of the Greek New Testament. New York, Doran, 1915. 6 pts. pt. 1. \$1.50.
605. *Νέον ἐπίτομον ἀγγλο-ἑλληνικὸν λεξικὸν μετὰ σημειώσεως ὡς τῆς προφορᾶς τῶν ἀγγλικῶν λέξεων.* New York, Atlantis, 1907. 287 p. 12°.
606. *Προχέιρον ἀγγλο-ἑλληνικὸν λεξικόν. Μετὰ τῆς προφορᾶς τῶν Ἀγγλικῶν λέξεων δι' Ἑλληνικῶν χαρακτήρων.* New York, Atlantis, 1907. 287 p. 24°.

AIDS TO LIBRARIANS.

607. Catalogue of modern Greek books. Selected for public libraries. New York, Greek-American news co., 48 Madison ave.
Contains some 375 specific titles of religion, history, poetry, science, literature, and fiction together with dictionaries and grammars both Greek-English and Greek, in combination with other foreign languages.
608. ——— New York, Atlantis, P. O. station E.

HAWAIIAN.

TEXTBOOKS.

609. Hawaiian phrase book. Honolulu, Hawaiian news co., 1906. 75 cents.

DICTIONARIES.

610. **Andrews, Lorrin.** A dictionary of the Hawaiian language, to which is appended an English-Hawaiian vocabulary and a chronological table of remarkable events. Honolulu, H. I., Printed by H. M. Whitney, 1865. [ix]-xvi, [17]-559 p. 23^{cm}. G S 10—364
611. ——— A vocabulary of words in the Hawaiian language. Lahainaluna, Press of the High school, 1836. iv, 132 p. 23½^{cm}. 4—19826
612. **Cowan, Frank.** English words in South Sea languages: Hawaiian, Maori, Tahitian, and Australian. With an essay on their significance. Greenesburgh, Pa., The Oliver publishing house, 1894. cover-title. 12 p. 23½^{cm}. 3—7977
613. **[Emerson, J. S.]** He hoakakaolelo no na huaolelo Beritania, i mea kokua i na kanaka Hawaii e ao ana ia olelo. Lahainaluna, Mea pai palapala o ke Kulanui, 1845. x, 184 p. 23½^{cm}. 17—10035
"The present is mainly a translation of Webster's Abridgement still more abridged."—Pref.
614. **Hitchcock, H[arvey] R[exford]** An English-Hawaiian dictionary; with various useful tables: prepared for the use of Hawaiian-English schools. Authorized and published by the Board of education. San Francisco, The Bancroft company, 1887. 256 p. 20^{cm}. 5—17505

HUNGARIAN.

TEXTBOOKS.

615. **Braun, Isadore.** Az angol nyelv, tanítója, iskolája és hires módszertana. Az első tökéletes és az átlagos bevándorolt magyar számára a leghelyesebb kiejtéssel kiadott angol-magyar nyelvtan Amerikában. "Az angol-magyar tanító és iskolája" . . . Irta és kiadta az Egyesült Államok szabadalma, védelme alatt. Cleveland, O., 1908. 11, [1], 284 p. illus. 22½^{cm}. \$2. 14—4227
Cover-title: English Hungarian teacher in fifty lessons.
A grammar of English for the Hungarian student and of Hungarian for the English student. The "Addenda" with special t.-p.: The English Hungarian teacher in fifty lessons, by Isadore Braun . . . Cleveland, O., Isadore Braun publishing co., 1913 (11, [1] p. prefixed to the grammar, contains a key to the pronunciation and grammar of the Hungarian language.
616. **Dallos, G., and Patterson, A.** Gyakorlati Angol nyelvtan: method for Hungarians to learn English. New York, Caspar, 1903. 256 p. 12°. cloth, \$1.50.
617. **Flamm, Károly D.** Angol-magyar nyelvtan, magyar-angol és angol-magyar szótár. English and Magyar grammar, Magyar-English and English-Magyar dictionary. 1st ed. Duquesne, Pa., S. Bárczy, 1905. 336 p. 15^{cm}. —23184
618. ——— and **Barcy, ———.** English grammar for Hungarians, with Magyar-English and English-Magyar dictionary. Milwaukee, Caspar. 24°. boards, 60 cents.
619. **Gaspey, Thomas.** Angol nyelvtan iskolai és magánhasználatra. Budapest, Franklin-Társulat, 1912. 286 p. 12°.
620. ——— and **Ransburg, A.** Angol társalgási nyelvtan. English grammar for Hungarians. Milwaukee, Caspar, 1915. 297 p. 12°. cloth, \$2.
621. **Germanus, Gyula.** Schenk gyakorlati módszere magántanulásra. Az angol nyelvnek, szóban, írásban és olvasásban tanító nélkül való elsajátítására. Az amerikai angol kiejtés pontos megjelölésével. Angol beszélgetésekkel az amerikai mindennapi életben leggyakrabban szükséges szavak begyakorlására. Budapest, Schenk F. [1913] 157, [2] p. 13½^{cm}. 14—21657
622. ——— and **Hugo, Latzkó.** Schidlöf gyakorlati módszere idegen nyelvek magánaton való tanulására (az 1000 szó módszere). Az angol nyelvnek 1000 szó segítségével magánaton való megtanulására Schidlöf B. dr. módszerét, magyarok részére átdolgozták az amerikai szólásmódok megjelölésével. Budapest, Schenk F. [1913] 10 pt. 19½^{cm}. kr. 7. 14—7263
623. **Green, Béla.** Amerikai nyelvmester, American language master, magántanulásra alkalmas angol nyelvtan, tolmács, levelező, szótár és hasznos tudnivalók tárháza, különös tekintettel az amerikai viszonyokra. New York, "Pannonia" [1912] 320 p. 23½^{cm}. \$1. 12—27230
624. ——— **Legujabb Angol-Magyar levelező és önégyvéd:** Utmutató, mindennemű meghívások, ajánlatok, köszöntő, köszönő, mentegetőző, kérő, baráti, szerelmes és ajánlólevelek szerkesztésére; továbbá okiratok, szerződések, folyamodványok, váltók, bizonyítványok, nyugták, kötelezvények, kérvények, meghatalmazások, végrendeletek, csekkek, kereskedői, üzleti, valamint minden a közéletben előforduló levelezéseknek és iratoknak fogalmazására. New York, Béla Green, 844 East 163d st., 1917. 281 p. \$1.
625. **Gluck, Frigyes, and Somogyi, Ede.** Gyakorlati angol nyelvtan; utmutatas; szerkesztették Glück Frigyes és Somogyi Ede. Budapest, Singer és Wolfner, 19—? 124 p. 16°.
626. **Kohányi, Tihamér, i. e. Eduard Tihamér.** Angol nyelvmester. The English language master . . . Kiadó-tulajdonos. [Cleveland] Nyomatott a "Szabadság" nyomdájában [1908] xiv, 400 p. 18^{cm}. 8—36706
7081°—18—4

627. Pröhle, Vilmos. *Rendzerez angol nyelvtan; iskolai és magánhasználatra.* Budapest, Stampfel-féle, 1908. 79 (1) p. 16°.
628. Shearer, J. W. *English for Hungarians; a pronouncing speller.* New York, W. R. Jenkins, 1914. boards, 35 cents.
629. Weinberger, Eugene. *Magyar-angol zseb-tolmács . . . Hungarian-English pocket interpreter.* Pittsburg, Pa., E. Weinberger & co., 1906. 190, [2], 7, [1] p. 15^{cm}. 6—31393
630. Yolland, Arthur B. *Angol olvasókönyv.*

DICTIONARIES.

631. *Amerikai Kalauz és útmutató Magyar bevándorlók részére.* New York, Pallas pub. co., 1913. \$1.
632. Antalics, George. *A magyar származású amerikai polgár kézikönyve.* Handbook of the Hungarian or American citizen. Copyright 1915 by Antalics and Bekassy. [New York, S. Tomko, printer] 1915. 192 p. 20 $\frac{1}{2}$ ^{cm}. 15—26796
633. Balassa, József, and Honti, Rezső. *Magyar-angol zsebszótár.* Budapest, Athenaeum, 19—? 318 p. 16°. \$1.
634. Bizonfy, F. de Paula. *English-Hungarian and Hungarian-English dictionary.* v. I. Angol-Magyar. v. II. Magyar-Angol. Milwaukee, Caspar. 972 p. 16°. cloth, \$3.50; same, 2 v., hf. leather, Lemcke, \$4.50; same, 2 v., Stechert, \$4, \$2.25 each.
635. Derrick, Giles. *New pocket dictionary of the English and Hungarian languages.* Milwaukee, Caspar. 400 p. 16°. cloth, \$1.50. Budapest, F. Sachs, 1907.
636. Flamm, Károly D. *Angol-magyar nyelvtan, magyar-angol és angol-magyar szótár.* English and Magyar grammar, Magyar-English and English-Magyar dictionary. 1st ed. Duquesne, Pa., S. Bárczy, 1905. 336 p. 15^{cm}. 5—23184
637. Germanus, Gyula. *Schidlöf gyakorlati módszerének.* Magyar-angol zsebszótára, az angol szók kiejtésének pontos megjelölésével; szerkesztette. Budapest, Schenk F. [1913] [11]–125, 124 p. 10 $\frac{1}{2}$ ^{cm}. kr. 1. 14—7262
Schidlöf's practical method. English-Hungarian pocket-dictionary, comp. by Dr. Julius Germanus . . .
638. Green, Béla. *Egyetemes angol-magyar és magyar-angol zsebszótár, az amerikai szólásmódok és a helyes kiejtés megjelölésével összeállította.* New York, Pan-tonia [1914] [3]–328 p. 15^{cm}. 50 cents. 15—724
639. *Hungarian-English and English-Hungarian dictionary,* Milwaukee, Caspar, 1905. 257 p. 16°. boards, 60 cents.
640. James, E. W., and Endrei, Z. *New dictionary of the English and Hungarian languages: English-Hungarian part.* Milwaukee, Caspar, 1914. 440 p. 12°. cloth, \$2.
641. Langah, D. *English-Hungarian dictionary.* St. Louis, Langah, 1910. paper, 25 cents.
642. *Magyar-Angol és Angol-Magyar Zseb-Tolmács.* Milwaukee, Caspar, 1913. 60 cents.
643. *Magyar-Angol zseb tolmács a Kiejtés pontos feltüntetésével.* Hungarian-English self-pronouncing pocket interpreter. (With dictionary) New York, E. Nyitray, 1907. 2 pts. in 1 v. 16°.
644. Nyitray. *Hungarian-English and English-Hungarian pocket dictionary.* Milwaukee, Caspar. 257 p. 18°. boards, 60 cents.

645. Ollendorff, Egan. Angol nyelvtana: English grammar for Hungarians. Milwaukee, Caspar, 1904. 348 p. 12°. cloth, \$1.50.
646. Yolland, Arthur Battishill. A dictionary of the Hungarian and English languages, comp. from the best sources. Budapest, Franklin-társulat, 1908— v. 21^{cm}. 8—5208
647. [Zeisler, Alexander] Nagy magyar-angol zseb tolmács a kiejtés pontos fel-
tűntetésével 10.000 szóból álló. Magyar-angol, angol-magyar szótárral együtt.
Hungarian-English self pronouncing pocket interpreter, including 10,000 words.
Hungarian-English, English-Hungarian dictionary . . . New York, E. Nyitray
[1908] 214, viii, 260 p. 15½^{cm}. 8—12544

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648. American library association. Selected list of Hungarian books. 12 p.
1907. 15 cents.
Annotated.
649. Campbell, J. Maud, comp. Hungarian books. Chicago, A. L. A., 1910. 15
cents.
650. New York (City) Public library. Hungarian book list. 1910. 24 p.
651. ——— Hungarian book list. Supplement. 1911. 3 p.

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652. Belsare, M. B. An etymological Gujarati-English dictionary. Ahmedabad,
H. K. Pathak, 1904. London, Kegan Paul, Trench, Trübner and co. 1207 p.
653. Bengali, L. M., and Merchant, H. G. A new pocket Gujarati into English
dictionary: compiled from various sources. Bombay, Printed at Javaji Dadaji's
"Nirnaya-sagar" press, 1893. 1812 p. Rs. 1-8.

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654. Thompson, J. T. A dictionary in Hindi and English; compiled from approved
authorities. Calcutta, printed by Khetrāmohana Mukerjee, 1884. London,
Kegan Paul, Trench, Trübner and co. 654 p.

HINDUSTANI.

655. Craven, Thomas. Hindustani and English; the royal dictionary. London,
George Bell and sons, 1895.
Vol. 1. English-Hindustani.
Vol. 2. Hindustani-English. 600 p.

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656. A help in acquiring a knowledge of the English language, designed for the benefit
of those in this country who wish to study the English language and sciences
3d ed., rev. Bombay, American mission press, T. Graham, printer, 1846. 180 p.
657. Molesworth, J. T., Candy, George, and Candy, Thomas. A dictionary,
Marathi and English. 2d ed., rev. and enl. Bombay, printed for Government
at the Bombay education society's press, 1857. 920 p. 8°.
658. Pillai V. Visvanatha. A dictionary, Tamil and English. Madras, Madras
school book and literature society, 1897. 735 p.
659. Sankaranarayana, P. A Telugu-English dictionary. Madras, P. Kameswara
Row brothers, 1900. 901 p. Rs. 4-0-0.

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660. **Arbib-Costa, A.** *Lezioni graduate di lingua inglese.* New York, Francesco Tocchi, 1906. \$1.
661. **Barbour, Henry Merlin.** *L'inglese, a colpo d'occhio per gli italiani; un nuovo metodo sui principi più semplici per imparare l'inglese senza maestro, con la pronunzia italiana di ogni parola.* New York, Excelsior publishing house [c1913] 92 p. 18^{cm}. 25 cents. 14—1929
662. **Blount, Ch.** *The right way to learn English (La vera via per imparare l'inglese)* 7th ed. Napoli, G. B. Paravia, 1907. 492 p. 12°. (Grammatica inglese-italiana)
663. **Boeri, Giovanni Battista.** *Corso graduato e completo di lingua inglese.* 6th ed. Livorno, Raffaello Giusti, 1913. 2 v. 8°.
Vol. 1. Etimologia.
Vol. 2. Sintassi. 3. ed. 1901.
664. **Bolognese, Stefano.** *Economical interpreter; for Italians to learn English.* 11th ed. Milwaukee, Caspar, 1908. 263 p. 18°. paper, 0 cents.
665. **Burke, Bernard Henry.** *First book for Italians.* Boston, Mass., E. E. Babb & company [1914] 80 p. 20^{cm}. 14—22130
666. **Cann, Theophilus C.** *The comprehensive letter-writer; a complete guide to English correspondence . . . with explanatory notes for the use of Italians.* 7th ed., rev. and enl. Florence, R. Bemporad and son, 1911. xv, 236 p. 12°.
667. ———— *Il primo libro di letture inglese.*
668. ———— *Grammatica teorico-pratica della lingua inglese.* n. d. \$1.58.
669. **Colonna, Dora.** *Volere potere. Metodo speciale per la lingua inglese.* Philadelphia, A. Germano, 1912. 5—150 p. 4°. \$2.50. 12—22919
670. **Cortina, Raphael Diez de la.** *Inglés en veinte lecciones.* New York, Appleton, R. D. Cortina co., 12 E. 46th st. \$1.50.
671. *Elementary English conversation grammar in Italian.* New York, Brentano. 70 cents.
672. **Fabrucci, F. S. Witcomb.** *Nuova guida di conversazione moderne in italiano, ed inglese.* n. d.
673. **Foulques, Eugenio Vincenzao.** *Manuale di conversazione italiana-inglese; con la pronunzia inglese figurata ad uso degli italiani.* Milano, Casa Editrice Bietti, 1912. 238 p. 16°. New York, Tocchi. 25 cents.
674. [**Gaudenzi, Angelo de**] *Nuovissima grammatica accelerata italiana-inglese; corso completo per imparare a scrivere, parlare e comprendere la lingua inglese in breve tempo senza maestro . . .* New York, A. de Gaudenzi & co. [1900] 304 p. 12°. Nov. 29, 1900—51
CONTENTS.—pt. 1. Grammatica accelerata con pronunzia.—pt. 2. Dialoghi e manuale di conversazione con pronunzia.—pt. 3. Leggi sulla naturalizzazione. Modo di diventare cittadini americani.—pt. 4. Lettere commerciali moderne.—pt. 5. Moduli per affari commerciali.—pt. 6. Lettere per contrattori e operai.—pt. 7. Lettere d'amore.—pt. 8. Vocabolario d'arti e mestieri e famigliare con pronunzia.
675. **Genzardi, Nicolo E.** *L'italiano e l'inglese; metodo teorico-pratico ad uso degli Italiani per imparare l'inglese.* Torino, G. B. Paravia e cia, 19—? 230 p. 12°.
676. **Hossfeld's** *English-Italian grammar.* New York, Lane. 30 cents.
677. **Kelly, Agnes Teresa.** *The Washington reader, English-Italian.* Philadelphia, The author, 1907. 80 p. 19½^{cm}. 7 cents. 7—39504

678. **Maestro, S.** Nuovissima grammatica a celerata, italiana-inglese. Method for Italians to learn English. 2d ed. Milwaukee, Caspar, 1908. 304 p. cloth, \$1.25.
679. **Moore, Sarah Wool.** Libro illustrato di lingua inglese; an illustrated English-Italian language book and reader. Rev. ed. Boston, D. C. Heath & co., 1908. xxxi, 150 p. illus. (incl. maps 17^{cm}. 35 cents. 8—4374
Adapted for teaching English to Italian immigrants who have had little or no schooling.
680. **Pavia, Luigi.** Grammatica della lingua inglese, con temi letture e dialoghi. 4. ed., interamente riveduta. Heidelberg, G. Groos; [etc., etc.] 1900. viii, 399, [1] p. 10^{cm}. 6—21046
681. **Pecorini, Alberto.** Grammatica-enciclopedia italiana-inglese per gli Italiani degli Stati Uniti. New York, Nicoletti bros. press [c1911] 448 p. illus. 20^{cm}. \$1.2 . 14—17839
682. **Sauer, C. M., and Pavia, L.** Grammatica inglese. New York, Brentano. \$1.30.
683. **Shearer, J. W.** English for foreigners; a pronouncing speller. New York, W. R. Jenkins, 1915. boards, 35 cents.
684. **Thimm, C. A.** Italian self-taught. 4th ed. Philadelphia, McKay. 25 cents.
685. **Vecchia, G. Dalla.** L'inglese imparato da sé: English self-taught for Italians. Con la pronuncia fonetica. 2d ed. Philadelphia, David McKay, 1915. 128 p. 12^o cloth, 25 cents.
686. **Waller, Edith.** English for Italians (Lezioni d'inglese per gl'Italiani) New York, W. R. Jenkins co. [1911] xxiii, 297 p. front. (fold. map) illus. 21^{cm}. \$1. 11—12699
For adult Italians, but may be used for foreigners of other nationalities. Lessons lay stress on facile and correct use of verbal forms. Appendix contains practical suggestions for teachers to supplement the lessons.
687. **Baretti, G. M. A.** New dictionary of the Italian and English languages. London, Whittaker and co., 1911. New York, Stechert. 2 v. \$6.

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688. **Cardin, Ulisse.** New vocabulary containing all ordinary words with their figured pronunciation. English-Italian. Paris, Garnier brothers [190-?] 401 p. 13¹/₂^{cm}. (Vocabulaires Garnier) 11—17401
689. ——— Nuovo vocabolario contenente tutte le parole usuali colla loro pronuncia figurata. Italiano-inglese. Parigi, Fratelli Garnier [190-?] 344 p. 13¹/₂^{cm}. [Vocabulaires Garnier] 11—17402
690. **Edgren, August Hjalmar, Bico, G., and Gerig, J. L.** An Italian and English dictionary, with pronunciation and brief etymologies. New York, H. Holt and company, 1902. ix, 576, 452 p. 22^{cm}. 2—23749/5
691. **Enenkel, A.** A new dictionary of the English and Italian languages. Italian-English & English-Italian. New York, Jenkins, 1912. \$1.50.
692. ——— A new dictionary of the Italian and English languages, revised and corrected by J. McLaughlin. Philadelphia, David McKay, 1913. 1 v. English-Italian, 520 p.; Italian-English, 553 p.
Contains the whole vocabulary in general use, with copious selections of scientific, technical, and commercial terms and others lately brought into use.
693. ——— and **McLaughlin, ———.** Italian-English and English-Italian dictionary. New York, Jenkins. \$1.50.
694. **Feller, F. E.** English-Italian and Italian-English pocket dictionary. New York, Brentano, Stechert. 2 v. each, 50 cents.

695. **Handy Italian-English and English-Italian dictionary**; compiled from the best authorities of both languages. New York, Hinds, Noble, and Eldredge, 1912. vi, 226+199 p. 16°. (Handy dictionaries of modern languages)
696. **Hill's Italian-English and English-Italian dictionary**. Philadelphia, McKay. 25 cents; leather, 50 cents.
697. **Hoare, Alfred**. An Italian dictionary. Cambridge [Eng.] The University press, 1915. xvi, 663, cxxxv, [1] p. 29 x 22½^{cm}. 15—13012
Italian-English.
 "A concise English-Italian vocabulary;" cxxxv p.
 "List of some Italian dictionaries;" "List of philological books treating of or bearing upon Italian etymology;" p. xiii.
698. **James, William, and Grassi, Gius.** Dictionary of the English and Italian languages for general use, with the Italian pronunciation and the accentuation of every word in both languages, and the terms of science and art . . . &c.; comp. from the best and most recent English and Italian dictionaries. 12th stereotype ed. Leipzig, B. Tauchnitz, 1899. 2 v. in 1. 17½^{cm}.
 CONTENTS.—pt. 1. Italian and English.—pt. 2. English and Italian. 12—34764
699. ——— Dictionary of the English and Italian languages. New York, Macmillan; Stokes. hf. leather. \$1.50.
700. **Jäschke, R.** English-Italian conversation dictionary. New York, Stechert. 75 cents.
701. **Langah, D.** English-Italian dictionary. St. Louis, Langah, 1910. paper, 25 cents.
702. **Lilliput Italian-English, English-Italian dictionary**. New York, Brentano, 1912. 2 v. each, 30 cents.
703. **Lisanti, Gaetano F.** Dizionario moderno italiano-inglese. New York, Società libraria italiana, 1916. 2 v. in 1. 18^{cm}. \$1.50. 17—9718
704. **Lysle, Andrea De Roever**. Nuovo dizionario moderno ——— razionale-pratico italiano-inglese. Arrichito di un gran numero di frasi tipiche; proverbi; modi di dire; citazione di grand scrittori; nomi di città. Torino, Sella & Guala, 1913-15. 2 v. 12°.
705. **Melzi, Benedetto, comp.** New Italian-English and English-Italian dictionary, containing the commercial scientific, technical, military and nautical terms. London, Hirschfeld bros., 1900. 2-607 p. 12°.
706. **Millhouse, J.** English-Italian and Italian-English dictionary. Philadelphia, P. Reilly. net, \$4.
707. **Millhouse, John, and Bracciforti, Ferdinando**. New English and Italian pronouncing and explanatory dictionary, with many new additions. 8th ed. Milan, F. Bracciforti, 1910. 2 v. 8°.
708. **Nutt's conversation dictionary in English-Italian**. New York, Lemcke. 75 cents.
709. **Offinger, H.** Italian-German-English-French technological pocket dictionary. New York, Stechert, 1902. \$1.10.
710. **Padovani, P.** Laird and Lee's standard vest-pocket English-Italian, Italian-English dictionary. Chicago, Laird, 1909. 50 cents; leather, 75 cents.
711. **Settembrini, Raffaele, comp.** A nautical and technical dictionary of the English and Italian languages. Dizionario tecnico marinaresco inglese italiano e italiano inglese. Napoli, A. Morano, 1879. 425, [2] p. 19^{cm}. 13—6382
712. **Stokes, E., comp.** Italian and English pocket dictionary. New York, Nelson. 75 cents; leather, \$1; \$1.25.

713. **Weesely, Ignaz Emanuel.** A new pocket dictionary of the English and Italian languages. *Nuovo dizionario portatile inglese-italiano & italiano-inglese.* 14th ed. Leipzig, B. Tauchnitz, 1891. 2 v. in 1. 16°. (Tauchnitz. New pocket dictionaries) 75 cents.
New York, Stechert.

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714. **Biagi, Guido.** Best Italian reading. Supplement to "Rivista delle biblioteche e degli archivi," January, 1907; May-June, 1908.
Reference books, 3 p. (Children's books, 8 p.)
715. **Bollettino delle biblioteche popolari** . . . anno 1-4; nov. 1907-dic. 1910. Milano, Federazione italiana delle biblioteche popolari [etc.] 1907-10. 4 v. in 2. 24½^{cm}. 15—16387
Nov. 1907-Mar. 1909, monthly except Aug.-Sept.; Apr. 1909-Dec. 1910, semimonthly (monthly Aug.-Sept.)
Organ of the Federazione italiana delle biblioteche popolari.
Ettore Fabletti, editor.
Superseded by *La Cultura popolare*.
716. **Boston, Mass. Public library.** Works of fiction in Italian. 1901. 25 p.
717. **Buffalo, N. Y. Public library.** Books for Italians in America. 1914. 7 p.
Industrial conditions. Bibliography of general works on women's labor, references on hours of labor and on wages. In *Report of the Consumers' league of the City of New York*, 1913. p. 46-52.
718. **Carr, John Foster.** Immigrant and library; Italian helps with lists of selected books. New York, Immigrant publication society, 1914. 35 cents.
Useful not only for librarians, but for those social workers and others who are somewhat familiar with the Italian language and wish to learn more about the Italian people.
719. **Cleveland, Ohio. Public library.** Catalogo dei libri italiani. 1906. 23 p.
720. **Domenica, A. di.** Italian helper for Christian workers. Philadelphia, American Baptist, 1913. 50 cents.
721. **Fabletti, Ettore.** Saggio di catalogo modello per una biblioteca popolare di centro urbano e per una bibliotecnica di piccolo centro rurale. Milano, Consorzio delle biblioteche popolari (Riparto provincia) 1908. 76 p. 17^{cm}. (*In their Manuale per le biblioteche popolari, con aggiunto un Saggio di catalogo modello.* Milano, 1908) 11—16838
At head of title: E. Fabletti e A. Locatelli.
722. ——— Saggio di catalogo ragionato (scelta di libri e guida alle letture) Milano, Federazione italiana delle biblioteche popolari; [etc., etc., 1913] 191 p. 16½^{cm}. 15—16377
723. **Fumagalli, G.** Cento migliori libri italiani. 1908. 16 p.
724. ——— Italian books. Chicago, American library association, 1910.
725. **Hoeppli, Ulrico.** Libri italiani di letteratura, scienza ed arte. Milan. 491 p.
726. ——— Migliori libri italiani consigliati da cento illustri contemporanei. 1892. 434 p. 75 cents.
727. ——— Scelta delle migliori opere della letteratura italiana moderna. 1911. 283 p.
728. **Italian books.** New York, Italian book co., 520 Broadway, 1912. 92 p.
729. **New York (City) Public library.** Catalogo dei libri italiani che trovansi presso il Dipartimento di circolazione. 1912.
730. ——— Italian book list. (In preparation)
731. **Providence, R. I. Public library.** List of Italian books. 1911.
732. **Società nazionale Dante Alighieri, New York.**
This society fosters educational movements of Italians throughout America.
733. **Waller, E.** English-Italian phrase book for social workers. Morristown, N. J., Edith Waller, 1916. paper, 75 cents. Supplement, paper, 25 cents.

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734. Easy conversations in English and Japanese; for those who learn the English language. 2d ed. Tokyo, printed by Matsumoto, 1873. 353 p.
735. Inouye, S., and Hayashi, T. Modern conversations in English and Japanese; for those who are beginning to learn the English and Japanese languages without the aid of a teacher. 6th ed. Tokyo, Z. P. Maruya and co., 1888. 309 p.
736. Ryan, Mrs. Filiceta (Brophy) A key to English. 2d ed. San Francisco [c1908] ii-xvi, [3], 336 p. illus. 15½^{cm}. 8—6087 Revised
English and Japanese.
For the Japanese.

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737. Calthrop, Everard Ferguson, and others. A dictionary of military terms. English-Japanese—Japanese-English; together with a list of 1,200 Chinese characters. Tokyo and Osaka, The Maruzen-Kabushiki-Kaisha (Z. P. Maruya & co., ltd.) 1917. 269 p. 17^{cm}.
The writer was assisted by Captains T. Okubo, M. Takashima, Lieut. T. Isobe, and Mr. T. Imada.
738. Inouye, Jukichi. Japanese-English dictionary. Tokyo, 1909. 16 p. 16^o.
War 7—134
739. Satow, Sir Ernest Mason, and Masakata, Ishibashi, comps. An English-Japanese dictionary of the spoken language. 3d ed. Rev. and enl. by E. M. Hobart-Hampden and Harold G. Parlett . . . Yokohama [etc.] Kelly & Walsh, ltd., 1904. viii, 1003. 20^{cm}. 5—16236
740. Shimada, Y. A dictionary of the English language; the words and definitions being followed by their Japanese equivalents. To which is added a copious appendix. Rev. by S. Chinda . . . Illus. by above 1,500 engravings. 19th ed. Rev. and enl. Tokyo, Pub. by the Kyoyekishosha, meiji xxxvii (1904) vii, 1310 p. illus., col. pl. 27^{cm}. 6—21669
"May be considered a translation" of Webster's unabridged dictionary.
741. Strong, George Veazey. A Japanese-English dictionary for military translators. Yokohama [etc.] Kelly and Walsh, ltd. [1911] 541 p. 23^{cm}. 11—32322
742. Takano, I., Yamazaki, Y., and Takano, F. A new Japanese-English dictionary. With appendix. New ed. Tokyo, M. Okura [pref. 1907] 649, [3], 16 p. 15½^{cm}. 9—22305
743. Wadagaki, Kenzo. A new Japanese-English dictionary based on the current Japanese literature. New ed. Tokyo, Y. Okura, 1902. 949, [3] p. 12½^{cm}.
The Japanese printed in both Roman and Japanese characters.
11—4064
744. Webster, [Noah] Webster's unabridged dictionary of the English language, translated into Japanese by a committee and ed. by F. Warrington Eastlake, Ph. D., and Ichiro Tanahashi, Bungakushi. 48. ed. Rev. and extended by Fumio Nanjo . . . Illustrated by above 1,200 engravings on wood. Tokyo [Printed by Kikwansha, 1905?] [v]—vi, 2, [2], 1838 p. illus., 3 pl. 18½^{cm}.
6—2297

KOREAN.

745. Underwood, Horace Grant, Hulbert, Homer B., and Gale, James S. A concise dictionary of the Korean language in two parts, Korean-English and English-Korean. Yokohama, Shanghai, Hongkong, Singapore; Kelly and Walsh, ltd.; London, Trübner; New York, A. D. F. Randolph and co., 1890.
Korean-English, 196 p.
English-Korean, 293 p.

LETTISH.

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746. **Sanders, Frederick.** Praktiska angļu valodas mahziba preekach paschmahzibas latweescheem sastahdita pehz wisjaunakās metodes no skolotāja F. Sandera . . . [Methuen, Mass., The Methuen press] 1909. 240 p. 23½^{cm}. \$1.50. 9—26412
747. **Sieberg, Jacob.** Angļu valodas mahziba. Paschmahzišchanai weegli apromati un praktiski sastahdita lihds ar wahrnizu latweeschu na angļu valodās no J. Sieberg'a. Jelgavā, Drukata un dabujama pee J. F. Steffenhagen un dehla, 1895. 232 p. 17½^{cm}. ca 11—3157 Unrev'd

LIBERIAN.

TEXTBOOKS.

748. **Stevens, Julius C.** Stevens' national reader. New national fourth reader. Monrovia, Liberia, Government printing office, 1903. vii, [3]—151 p. 19½^{cm}. Edited by T. W. Haynes. Introduction signed: Edwin J. Barclay. Constitution of the Republic of Liberia: p. 137—148. 14—21018

LITHUANIAN.

TEXTBOOKS.

749. **Lankis, J.** Guide for Lithuanians to learn the English language in a short time. Milwaukee, Caspar, 1915. paper, 25 cents.
750. ——— How to write letters in English and Lithuanian languages; a comprehensive and practical guide to correspondence. Showing the structure, composition, formalities, and uses of the various kinds of letters, notes, and cards. Kaip rašyti laiškus lietuviškoje ir angliškoje kalbose . . . Chicago, Ill., Spauda "Lietuvos," 1911. 293 p. 20^{cm}. 75 cents. 11—10964
751. ——— Lithuanian self-instructor. Milwaukee, Caspar, 1915. paper, 50 cents.
752. ——— Manual for Lithuanians to learn the English language according to Ollendorff, Harvey, Maxwell, and others. Milwaukee, Caspar, 1915. paper, \$1.25.
753. ——— Rankvedis angliškos kalbos, praktiškas budas išsimokiniui angliškos kalbos patiam per save be pagalbos mokytojaus. Pagal Ollendorfą, Harvey/Maxwell ir kitus surašė J. Laukis. 4. pataisytas spaudimas. Chicago, Ill., Turtu ir spauda "Lietuvos," 1912. 310 p. 21½^{cm}. 17—6177
754. **Tananevičia, S. P.** Vienatinis savo rušies Lietuviškai-Angliškos kalbos; rankvedis bei žodynėlis Lietuviškai-Angliškas, su fonetišku ištariu ir kaip tapti Jungtiniu Amerikos Valstybiu piliečiu. Sutaisë S. P. Tananevičia. 2d ed. Chicago, Spauda ir išėomis "Kataliko," 1912. 236, iv p. 8^o.

DICTIONARIES.

755. **Lalis, Anthony.** Dictionary of the Lithuanian and English languages. 3rd ed Milwaukee, Caspar, 1915. hf. morocco, \$6.
756. Lietuvi kos ir angliškos kalbų žodynas. 2., mažumą taisytas ir papildytas, spaudimas. Chicago, Ill., Turtu ir spaud "Lietuvos," 1905, 2 pts. in 1 v. 23^{cm}. 6—6927

CONTENTS.—1. dalis. Lietuviškai-angliška.—2. dalis. Angliškai-Lietuviška.

757. Nauja skaitymui knyga Lietuviškos Mokslainėms Amerikoje. Dalia. Chicago, Spauda ir lešos "Kataliko," 1908. 1 v. illus. 2 ed. 8°.
758. Saurusaitis, Peter, comp. An abridged dictionary of the Lithuanian-English langues (sic) Waterbury, Conn., P. Saurusaitis, 36 James st., 1900. 440 p. 24°.
759. ——— An abridged dictionary of the English-Lithuanian languages. Sutrupytas angliskai-lietuviszkas žodynėlis. Waterburyje, Conn., Sudetas ir išduotas kunigo P. Saurusaicio, 1899. xii, 188 (i. e. 190) p. 15½ x 12cm.
0—184 Revised

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760. Grand Rapids, Mich. Public library. Lithuanian book. Bulletin, April, 1911. 2 p.
761. Hartford, Conn. Public library. Lithuanian books. Bulletins.

MALAY.

762. Shellabear, W. G. A Malay-English vocabulary; containing 6,500 Malay words or phrases with their English equivalents, together with an appendix of household, nautical, and medical terms, etc. Singapore, printed and published by the American mission press, 1902. 140 p.
763. Swettenham, Frank A. Vocabulary of the English and Malay languages; with notes. Shanghai, Hongkong, Singapore, and Yokohama; Kelly and Walsh, limited, 1909.
Vol. I. English-Malay, 245 p.
Vol. II. Malay-English, 170 p.

PERSIAN.

764. Faal-i-ali, Maulawi. A dictionary of the Persian and English languages, designed for the use of military and civil officers and schools. Bombay, Education society's press, Byculla, 1885. 668 p.
765. Khurasani, M. S. The modern Persian idioms and proverbs, containing (1) the idioms, (2) the proverbs, (3) the lives of Firdosi, Saadi, Hafiz, and Kaui. Byculla, Education society's press, 1892. 56 p. Rs. 1-.
English renderings of these proverbs are juxtaposed.
766. Palmer, Edward Henry. A concise dictionary of the Persian language. London, Kegan Paul, Trench, Trübner and co., 1902. 726 p.

POLISH.

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767. Baluta, Joseph F. Practical handbook of the Polish language, containing the alphabet, pronunciation, fluency exercises, rules of grammar, various conversations, and comprehensive vocabulary of words in daily use. New York, Polish book importing co., inc., 1915. vii, 288 p. 12°.
Author's name at head of title.
768. Berger, Hugo. Łatwa metoda gruntownego nauczania się w krótkim czasie języka angielskiego z pomocą lub bez pomocy nauczyciela (z wymową w języku polskim przy każdym słowie: z kluczem. Warszawa, Gebethner i Wolff, 1912. 7th ed. iii, 7-510, lv, 105 p. 12°.
Key attached to the back cover.
769. Dyniewicz, Edwiu M. Reussnera samouczek polsko-angielski z opisaniem każdego wyrazu, jak się wymawia i pisze. Najłatwiejsza metoda nauczania się po angielsku w bardzo krótkim czasie. Przerobił dla Polaków w Ameryce E. M. Dyniewicz. Chicago, Ill., W. Dyniewicz [1910] 150 p. 8°.

770. **Forster and Witcomb.** New guide to modern conversation in Polish and English; or, Dialogues on ordinary and familiar subjects for the use of travellers and students of either nation. Berlin, Neufeld and Henius, 19—? v, 246 p. new ed. nar. 24°. 50 cents.
771. **Hoppe, Joseph Anthony.** A modern English-Polish speller. Chicago, Keystone book company [1914-15] 2 v. 19^{cm}. 14—14423 Revised
772. **Kasprowicz, E., and Cornet, J.** Manual of English and Polish conversation. New York, Stechert. 41.
773. **Łuszczki, Walenty Józef, comp.** Najłatwiejszy, najlepszy i najnowszy samouczek dla Polaków w Ameryce. Kompletna nauka języka angielskiego zawarta w kilkunastu lekcjach . . . [Chicago? 1910] 192 p. port. 20^{cm}. 1.50.
1 —13847
774. ——— Zwięzła gramatyka i łatwy podręcznik do nauczania się języka angielskiego w trzech miesiącach. Chicago, V. J. Łuszczki, 1909. 96 p. 19^{1/2}^{cm}.
9—28725
775. **Maryński, Modest.** Przewodnik polsko-angielski i słownik polsko-angielski dla wychodźców polskich i przybyszów do Stanów Zjednoczonych Ameryki Północnej i Kanady . . . Chicago, Ill., M. Maryński, 1905. 259 p. 24^{1/2}^{cm}.
6—4179
776. **Nawrocki, E. J.** Najnowsza metoda do nauczania się najłatwiejszym sposobem języków: angielskiego, francuskiego, i niemieckiego. Warszawa, P. Laskauer i W. Babicki, 1901. 112, 16 p. 8°.
777. **Paryski, Antoni A.** Książka polsko-angielska. Nauka wymowy angielskiej. Toledo, O., A. A. Paryski, 1900. 42 p. 18^{1/2}^{cm}. (On cover: Biblioteka polska)
0—1047 Revised
778. **Piwar, S. W.** Praktyczna metoda języka angielskiego; z pomocą lub bez pomocy nauczyciela; gramatyka, ćwiczenia, rozmówki. Lwów, Bernard Połoniecki, 19—? 388 p. 12°.
779. **Półrednik Polsko-Angielski.** Method for Polanders to learn English. Milwaukee, Caspar, 1912. boards, 50 cents.
780. **Reussner, Plato von.** Reussnera samouczek polsko-angielski z opisaniem każdego wyrazu, jak się wymawia i pisze. Najłatwiejsza metoda nauzenia się polskiego w bardzo krótkim czasie. Przerobił dla Polaków w Ameryce, Edwin M. Dyniewicz. Chicago, Ill., W. Dyniewicz [1910] 150 p. 25^{cm}.
10—13843
781. **Skaryszewski, Thomas C.** Najnowszy i najpraktyczniejszy listownik polsko-amerykański . . . The latest and most complete Polish and American letter writer; being a very useful guide to correspondence between the Polish and English speaking people on all subjects of every-day life. Chicago, Ill., New York, Polish American publishing company [1916] 269 p. 18^{cm}. \$1.
16—14037
782. **Worzałów, Braci.** Najnowszy samouczek polsko-angielski . . . dla nauki języka angielskiego bez nauczyciela opracowany i ułożony specjalnie dla Polaków w Ameryce. Stevens Point, Wis., Braci Worzałów, 1913. 320 p. 19^{cm}. \$1.50. 1 —5310 Revised
783. **Zaczkowski, T. S.** Polish self-taught. Baltimore, Ottenheimer, 1911. 25 cents.

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784. **Burt's Polish-English and English-Polish dictionary.** N w York, Burt. \$1.25.
785. **Chodźko, Aleksander Borejko.** Dokładny słownik polsko-angielski [i angielsko-polski] 3d ed. Berlin, Neufeld & Henius, 19—? 2 v. in 1. 8°. A complete dictionary, English and Polish. v. 1. Polish-English; v. 2. English-Polish.

786. **Chodźko Aleksander Borejko.** Polish and English dictionary. N w York, Lemcke. hf. leather, \$6. New York, Stechert. hf. cloth, \$3.75; hf. morocco, \$4.50.
787. **Czarnomski, F.** Handy Polish-English and English-Polish dictionary. Philadelphia, McKay, 1916. 75 cents.
788. **Hecker (Oskar)** Systematical vocabulary, English-Polish, according to the German text of O. Hecker; trans. into English by Prof. Dr. Hamann, and into Polish by Dr. Ludomil German. Berlin, B. Bher [c1907] 312 p. 16°.
789. **Kasprowicz, E., and Cornet, J.** Rozmowy w polskim i angielskim języku Leipzig, O. Holtze's nachfolger, 1912. 4th ed. viii, 425 p. 16°. (Holtze's gesprächbücher)
790. **Kierst, W., and Callier, O.** Pocket-dictionary of the English and Polish languages. New York, Stechert. \$2. 2 v. each, \$1.
791. ——— Pocket dictionary of the Polish and English languages. Milwaukee, Caspar, 1913. 32°. 2 pts. in 1 vol. 825 p. cloth, 1.25.
Leipzig, O. Haltz.
792. **Langah, David.** English-Polish dictionary. St. Louis, Langah, 191. paper 25 cents.
793. **Luboff, S. J.** Hill's vest-pocket Polish-English and English-Polish dictionary. Philadelphia, McKay, 1916. 25 cents; leather, 50 cents.
794. **Maryński, Modest V.** Przewodnik polsko-angielski: słownik polsko-angielski. 2d ed. Warszawa, Gebethner, Wolff, 1907. 259 p. 8°.
795. **Szumkowski, L.** Polish-English and English-Polish vest-pocket dictionary. Milwaukee, Caspar. leather, 75 cents.

AIDS TO LIBRARIANS.

796. **Bimanski, F.** Polish for use in the clinic. Chicago, Bimanski, 1916. paper, 5 cents.
797. **Buffalo, N. Y.** Polish library. Polish books.
The Polish library, organized about 1894 by Polish people in Buffalo, is the largest Polish library in America. It consists of 15,000 books, bought by monthly fees of 10 cents. There are now over 250 members. The library has direct connection with the Polish libraries and publishers in Warsaw, Posen, Cracow, and Lemberg. It receives over 40 Polish publications of America and Europe. The librarian is Frank Lukaszewicz.
798. **Detroit, Mich.** Public library. Katalog dzieł polskich. 1907. 122 p.
799. **Harrasowitz, Otto.** Polish lists. Leipsic.
Gives titles in English.
800. **Katalog biblioteki.** Chicago, Polish national alliance, 1406 W. Division st. 5,000 titles in Polish; 2,000 titles in Lithuanian.
801. **Kudlicka, J., comp.** Selected list of Polish books. Chicago, American library association, 1913. paper, 25 cents.
802. **New York (City)** Public library. Polish book list. 1910. 8 p.
803. ——— Spis polskich książek. Polish book list. 1915. paper.
804. **Poradnik dla czytających książki.** New York, Polish book importing co., 83 Second ave., 1909. 144 p.
805. **Wisconsin.** Free library commission. Polish group of traveling libraries.

PORTUGUESE.

TEXTBOOKS.

806. **Cortina, Raphael Diez de la.** English in English, com chave em portuguez. 1. ed. New York, R. D. Cortina company, 1912. 220 (i. e. 379) p. 19cm.
(Methodo Cortina, no. 6) \$1.50. 12—7955

807. [Escobar, João Francisco] O inglez sem mestre, dedicado á colonia portugueza nos Estados Unidos da America pela redacção do Correio portuguez. 2. ed. New Bedford, Mass., Livraria portugueza, 1908. 264 p. 21½^{cm}. 14—10953
808. International college of languages. Methodo racional de Rosenthal para o ensinamento e o estudo pratico dos idiomas. A lingua ingleza . . . Nova York [etc.] The International college of languages [c1914] 10 pt. 18½^{cm}. In slide case. 14—7105
809. Toledani, A. English and Portuguese dialogues. Milwaukee, Caspar. 270 p. 16^o. cloth, 45 cents.

DICTIONARIES.

810. Elwes, A. Portuguese-English and English-Portuguese dictionary. 5th ed. New York, Van Nostrand. imp., \$2.
811. Halse, Edward. A dictionary of Spanish, Spanish-American, Portuguese, and Portuguese-American mining, metallurgical, and allied terms. 2d. ed. containing an English-Spanish-Portuguese supplement. London, C. Griffin & company limited, 1914. xiii, 438, [1] p. illus. 20^{cm}. (*Lettered on cover: Griffin's mining series*) 14—14881
812. Mesquita, R. de. New vocabulary containing all usual words with figured pronunciation. English-Portuguese. Paris [etc.] H. Garnier [190-?] 317 p. 13½^{cm}. (*On cover: Vocabulaires Garnier*) Also Philadelphia, David McKay, 1914. 11—17405
813. ———. Novo vocabulario contendo todas as palavras usuaes com a pronuncia figurada. Portuguez-inglez. Paris [etc.] H. Garnier [190-?] 263 p. 13½^{cm}. (*On cover: Vocabulaires Garnier*) 11—17406
814. Michaelis, Henriette. A new dictionary of the Portuguese and English languages, based on a manuscript of Julius Cornet. 2 v. London, 1893. Title also in Portuguese.
815. ———. A new dictionary of the Portuguese and English languages. 3. ed. Leipzig, F. A. Brockhaus, 1908. 2 v. 8^o.
816. Vieyra, Transtagana. A pocket dictionary of the Portuguese and English languages. New York, Lemcke. 2 v. hf. leather, \$2.50.
817. ———. New York, Stechert. 2 v. \$2.
818. Wessely, I. E. Portuguese-English and English-Portuguese dictionary. New York, Brentano. \$1.

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819. Catalogue of Portuguese books. Lisbon, Livraria Ferreira, 132-138 Rua do Ouro. 10 p.
820. New Bedford, Mass. Public Library. Portuguese books. 1903. p. 39-48.

ROUMANIAN.

TEXTBOOKS.

821. Axelrad, Philip. How to learn the English language; grammar, translator, and dictionary, English-Roumanian and Roumanian-English. 1st ed. New York, Biblioteca română [c1914] 472 p. 15^{cm}. \$1. 14—2503
822. ———. Roumanian-American letter-writer. New York, P. Axelrad, 72 Greenwich st., 1915. paper, 75 cents. For sale by Caspar, Milwaukee, Wis.
823. Janovici, Samuel. Epistolar englez-roman intocmit. English-Roumanian letter writer. New York, Biblioteca romana, 1915. 224 p. 15^{cm}. 75 cents. 15—20150

824. Tălmăciu pronunțator și dicționar englez-român și român-englez. English-Roumanian and Roumanian-English translator, self-pronouncer, and dictionary. New York, Biblioteca română [1914] 222 p. 15^{cm}. 50 cents. 14—3194

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825. Axelrad, Philip. English-Roumanian and Roumanian-English translator, self-pronouncer, and dictionary. New York, P. Axelrad, 72 Greenwich st., 1914. 220 p. 12°. 50 cents.
For sale by Caspar, Milwaukee, Wis.
826. Halaceanu, Virgil E. The great dictionary of the Roumanian and English languages. Jassy, Iliescu, 191-? 8°.
827. Lollot, Henry L. Dicționar englez-român. Operă tipărită cu cheltuiala statului. București, Impr. statului [190-?] 2 v. 20^{cm}. 4—37085
Vol. 2: Tipografia Gutenberg, J. Găbl.
828. Valsamachi, Calligari. English and Roumanian dictionary. Dicționar englez-român . . . București, L. Alcalay [190-?] xxx, 521 p. 14³^{cm}. (Biblioteca pentru toți no. 204-215) 11—32686

RUSSIAN.

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829. Academy of foreign languages. Академія иностранныхъ языковъ. Англійскій языкъ; подъ редакціей члена королевской академіи наукъ Джона Томсона. St. Petersburg, "Blago" [19—?] 10 parts in 1 v. 8°.
830. Ahrntschin. New Russian-American interpreter. Milwaukee, Caspar, 1915. boards, 60 cents.
831. Cornet, Julius. A manual of Russian and English conversation (Rukovodstvo dlya russkavo i angliiskavo razgovora) 6th ed. Leipzig, Holtz, 1910. \$1.
832. Dwig, L. Самоучитель англійскаго разговорнаго языка Подъ редакціей В. В. Витнера. Съ рисунками. St. Petersburg, V. V. Bitner, 1909. v, 5-132 p. 8°.
[Самоучители языковъ. Французскій языкъ. Англійскій языкъ Выпускъ I-III] [Народный Университетъ] [Sup. to: "Вѣстникъ Знанія" no. 5-10]
833. English language. Method. In Вокругъ Свѣта, 1916, no. 14.
834. Grant, A. C. English-Russian conversation. Сборникъ разговорныхъ фразъ Англійско-Русскаго языка. Kharbin, Skoblin bros., 1907. 224 p. 8°.
835. Hauff, L. Alb. English conversation grammar for Russians. New York, Stechert. Key, 50 cents; \$1.10.
836. ——— Практическая грамматика англійскаго языка (English conversation grammar for Russians) . . . С.-Петербургъ [etc.] Ю. Гроссъ, 1902. viii, 380 p. 2 facsim. 20^{cm}. 6—21050.
At head of title: Метода Гаспей-Отто-Зауера. (Method Gaspey-Otto-Sauer)
Maps on end-papers.
837. Hauff-Malkiel. Conversation grammar for Russians to learn English. Milwaukee, Caspar. \$1.50; key for same, 75 cents.
838. Kovrigin, A. N. Учебникъ англійскаго коммерческаго языка. St. Petersburg, A. Benke, 1907. 2d ed. 246 p. 8°.
Textbook of commercial English.
839. Nurok, P. M. Практическая грамматика языка съ хрестоматією и словаремъ. Petrograd, Trenke, 1915. xx, 384 p. 8°.
840. ——— Учебникъ англійскаго языка съ хрестоматією. New York, Hebrew publishing co., 1908. 384 p. 8°.
Manual of the English language for Russians.

841. **Offin, Georgii.** Новѣйшее руководство для русскихъ иммигрантовъ, дающее возможность объясниться и разговаривать по англійски безъ переводчика, съ приложеніемъ грамматическихъ правилъ и краткаго русско-англійскаго словаря. Составилъ нью-йорскій нотариусъ Георгій Оффинъ . . . [Нью-Йоркъ, Тип. Г. Оффина, 1915] 192, [2] p. 16^{cm}. 40 cents.
At head of title: Russian-English handbook by G. Offin.

15—4443

842. **Самоучитель англійскаго языка.** Руководство научиться безъ помощи учителя правильно читать, писать и говорить по англійски, с обозначеніемъ англійскаго произношенія русскими буквами с полной грамматикой, с разговорами, с хрестоматіей и с русско-англійским и англійско-русским словарями. Изд. 2., дополненное. Нью-Йорк, Газета "Русское слово," 1913. 192 p. 18½^{cm}.
13—20901

843. **Sealavin, D. N.** Самоучитель англійскаго языка для взрослыхъ по методу Туссена и Лангеншейдта. Томъ 1-2. St. Petersburg, M. Ya. Minkov, 1903. 2 v. 8°.

Томъ 1. Курсъ общій.

Томъ 2. Курсъ спеціальный.

844. **Tchertkoff, A.** Практическій учебникъ англійскаго языка. Christchurch, Svobodnoye Slovo, 1901. xx, 104 p. 12°.

845. **Toussaint and Langenscheidt.** Самоучитель англійскаго языка для взрослыхъ по методу Туссена и Лангеншейдта. St. Petersburg, M. Y. Minkov, 191-? 2 v. 8°.

Self-instructor in the English language for adults.

846. **Fuchs, P.** Англійскій самоучитель (English grammar) переводъ съ нѣмецкаго; по методу Г. Г. Оллендорфа. Moskwa, A. S. Panafidina, 191-. v. p. 8°.

Includes: Ключъ къ англійскому самоучителю.

DICTIONARIES.

847. **Alexandrov, A., pseud.** Complete Russian and English dictionary. New York, Lemcke. New York, Stechert. 2 v. hf. morocco, \$12.

848. — Полный русско-англійскій словарь, составленный А. Александровымъ. Рекомендованъ во второмъ изданіи Ученымъ комитетомъ Министерства народнаго просвѣщенія въ качествѣ учебнаго пособия для реальныхъ училищъ и для тѣхъ учебныхъ заведеній, въ которыхъ преподается англійскій языкъ, а также для приобрѣтенія въ Библиотекѣ всѣхъ среднихъ учебныхъ заведеній мужскихъ и женскихъ. Изданіе 4., исправленное и дополненное. Complete Russian-English dictionary. 4th ed., rev. and enl. . . С.-Петербургъ, Главный складъ изданій въ книжномъ и географическомъ магазинѣ изданій Главнаго штаба, 1910. 757, [1] p. 28° .
11—9576

849. **Ferguson, Victor** A dictionary of Russian military and naval terms. London, Printed for H. M. Stationery off., by Harrison and sons [1906?] 292 p. 16½^{cm}.
6—20246

850. **Freese, J. H.** New pocket dictionary of the English and Russian languages. New York, Dutton, 1916. \$2.

851. **Golovinaki, M.** A new English-Russian and Russian-English dictionary, containing the whole vocabulary in general use, with copious selections of scientific, technical, and commercial terms and others lately brought into use, with their pronunciation figured. London, Siegle, Hill & co. [1912] 2 v. in 1. 18½^{cm} Also Philadelphia, David McKay, 1916. 1 v. English-Russian. 692 p. Russian-English, 764 p.
13—12348

852. **Harkavy, Alexander.** New English-Russian pocket dictionary. New York, Hebrew publishing company, 1911 v, [3], 792 p. 15^{cm}. \$1. 12—1436
853. **Hawkins, E.** English-Russian and Russian-English dictionary. Brown bros., 1909. 75 cents.
854. **Hosafeld's** new pocket dictionary of the English and Russian languages. English-Russian and Russian-English. London, Hirschfeld brothers, ltd., 1906. 404, 396 p. 14^{cm}. \$2. 9—14620
Also published by Lane.
855. **Linden, S. W., and Kawralaky, T.** New pocket dictionary of the English-Russian and Russian-English languages. Milwaukee, Caspar, 1914. 906 p. 24^o. cloth, \$2.
856. **Luboff, Salomon Isaac.** Hill's English-Russian vest-pocket dictionary and self-instructor, with conversations and idioms. Philadelphia, D. McKay [1915] 119 p. 14 x 7^{cm}. 16—650 Revised
857. ——— Hill's Russian-English vest-pocket dictionary and self-instructor. Philadelphia, D. McKay [c1916] 167 p. 14^{cm}. 75 cents. 16—3473 Revised
858. **Meyclar, Leo.** English-Russian and Russian-English engineering dictionary, embracing terms relating to mechanical and marine engineering and naval architecture, with appendix giving sketch and regulations of freeboard marking for steamers . . . sketches illustrating the different types of vessels . . . comparison tables of centigrade, Fahrenheit, and Réaumur, thermometers, English equivalents of Russian weights and measures. London, E. & F. N. Spon limited; New York, Spon & Chamberlain [1909. 96 p. 17^{cm}. 75 cents. 9—22032
859. **Новый карманный англійско-русскій и русско-англійскій словарь.** Около 10.000 словъ. Необходимый карманный спутникъ для всѣхъ русскихъ эмигрантовъ въ Америкѣ. Нью-Йоркъ, Изд. газ. "Русскій вѣстникъ". 1914. cover-title. 3—252 p. 13^{cm}. 35 cents. 15—1046
860. **Seltzer, T.** Pronouncing dictionary of Russian names. New York, A. A. Knopf. 50 cents.
861. **Wassilleff, A.** New vocabulary, containing all the usual words with their pronunciation figured . . . London, Siegle, Hill and co., 1908. 2 v. in 1. 14^{cm}. (On cover: The Langham pronouncing dictionaries. [no. 6]) Also Philadelphia, David McKay, 1913. 11—1247
American edition published 1907.
CONTENTS.—English-Russian.—Russian-English.
862. **Wisdom, J. H., and Murray, Marr.** A practical pocket dictionary of the Russian and English and English and Russian languages, comprising upwards of 5,000 words in common use in each language. London, A. Melrose, ltd. [1916?] 144 p. narrow 16^o.

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863. **Chicago, Ill.** Public library. Russian books. 1890. 5 p.
864. **Boston, Mass.** Public library. Russian literature. 1896. 13 p.
865. **Campbell, J. Maud.** Selected list of Russian books. Boston, Free public library commission of Massachusetts. (A. L. A. foreign book list no. 7)

RUTHENIAN.

TEXTBOOKS.

866. **Товариш.** Англійско-русскій підручник до скорого и певного вичученя англійскої мови з доданем словаря . . . Jersey City, N. J., [c1909.] 254 p. 16½^{cm}. 60 cents. 9—26014
867. **Novy angliski tovmach . . . Новый англійскій товмачъ для Русиновъ въ Америкѣ.** New York, E. Nyitray [191-?] 246 p. 16^o.

SERBIAN.

TEXTBOOKS.

868. **Cahen, Louis.** *Džepni Srpsko-Engleski i Englesko-Srpski Rečnik: Serbian English and English-Serbian pocket dictionary.* London, Kegan Paul, Trench, Trübner and co., 1916. iv, 206 p. 8°. 1 shilling, net.
869. **Petrovich, W. M.** *Elementary English grammar for Servians.* New York, Stechert, 1908. 75 cents.
870. ——— *Elementary English grammar for the use of Servians.* Milwaukee, Caspar; New York, Brentano. 200 p. 12°. cloth, 85 cents.
871. ——— *Servian conversation grammar.* New York, Stechert. \$1.20. Key, 50 cents.
872. **Србин у Америци. Књига за српског раденика у Америци.** St. Louis, Mo. Штампарија И. Снежана и ко., 1910. 202 p. illus. 20½¢. \$1.
The Servian in America, a book for Servian laborers in America.
Preface signed "M. J. и И. С."

10—4800

SIAMESE.

TEXTBOOKS.

873. **Amaruty, P. O. Ch.** *Elementary lessons. Designed to assist Siamese in the acquisition of the English language.* Krung Thebhmahanakhonr, Siam, Royal press, anno Buddhi, 2394 [1850] 38, [1] p. 17½¢. 16—1605
874. **Davenport, Mrs.** *Collection of words and phrases in English and Siamese for the use of schools.* [n. p.] 1840. 271 p. 16½¢. 12—19038

DICTIONARIES.

875. **Cartwright, Basil Osborn.** *A Siamese-English dictionary . . . Bangkok, Printed at "The American Presby. mission press," 1907. 4, [2], [6]-20, [1], 731 p. 19¢. 8—32383*
876. **McFarland, S[amuel] G[amble]** *An English-Siamese dictionary containing 14,000 words and idiomatic expressions: originally prepared by S. G. McFarland, D. D., 1865; rev. and enl. by Geo. B. McFarland . . . 4th ed. Bangkok, Amer. Presby. mission press, 1903. 696 p. 16½¢. 4—37083*
Introduction in Siamese.
877. **McFarland, W. H.** *An English-Siamese pronouncing hand-book. 2d ed., containing vocabulary—familiar phrases—forms of address and reply on every day topics. Map of Bangkok appended. Prepared from the manuscript of the late W. H. McFarland. Rev. and enl. by Geo. B. McFarland . . . Bangkok, Printed at the "American Presbyterian mission press," 1900. xx, [2], [323] p. front., illus., plates, fold. map 21¢. 4—37071*
English and Siamese on opposite pages.
Paged in duplicate, except preliminary matter.
878. **Mitchell, Edward Blair.** *A Siamese-English dictionary, for the use of students in both languages.* Bangkok, 1892. xix, [4], 323 p. 22¢. 12—19039

SINHALEN.

- 879 **Clough, B.** *A Sinhalese-English dictionary.* (Colombo, Wesleyan mission press, Kollupitiya, 1892. New and enl. ed. 824 p.
Edited by John Scott.

SLOVAK.

TEXTBOOKS.

880. **Mamatej, A.** English-Slovak interpreter for Slovaks to learn English. Milwaukee, Caspar, 1914. 291 p. 12°. paper, 75 cents; cloth, \$1.
881. ——— **Nový Americký Tlumač.** Napisał: Albert Mametej. Pittsburgh, P. V. Rovnianek & co., 1904. iv, (1) 4-286 p. 16°.
882. **Maršall, Gustáv.** Slovak-American interpreter. Nový anglický tlumočník pre Slovákov v Amerike. New York, Nákladom a tlačou "Slováka v Amerike," 1893. 106, [2] p. 22°. 14-16010
883. [Orbach, Christopher Leopold] Slovak-American interpreter. Nový anglický tlumočník pre Slovákov v Amerike. 8. opravené vydanie. New York. N. Y. Tlačou a nákladom "Slováka v Amerike," 1908. 171, [3] p. 16°. 8-7178°
884. **Practical Slovak-American interpreter.** Milwaukee, Caspar. 302 p 18. boards, 50 cents.

DICTIONARIES.

885. **Nový Anglický tlumočník pre Slovákov v Amerike.** 7 ed. New York, "Slovák v Amerike," 1905. 171 p. 2 b. 16°.
886. **Tuerk.** Slovak-English and English-Slovak dictionary. Milwaukee, Caspar. 142 p. 18°. paper, 50 cents.
887. **Weinberger, E.** Slovak-English pocket interpreter for Slovaks to learn English. Milwaukee, Caspar. 186 p. 24°. boards, 50 cents.

SLOVENIAN.

TEXTBOOKS.

888. **Kubelka, Victor J.** Slovensko-angleški razgovori. Slovenian-English interpreter. New York, V. J. Kubelka, 1912. 47 p. 18½°. 25 cents. 12-22765
889. ——— Slovenian-English grammar, interpreter, letterwriter, and information on naturalization. English-Slovenian and Slovenian-English dictionary. 1st ed. New York, V. J. Kubelka, 1912. 423, [3] p. 19°. \$2. 12-24616
890. **Paulin, J.** Slovenian interpreter; handbook for Slovenians to learn English. Milwaukee, Caspar, 1914. 104 p. 16°. paper, 50 cents.

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891. [Kubelka, Victor J.] Angleško-slovenski in slovensko-angleški slovar. English-Slovenian and Slovenian-English dictionary. New York, V. J. Kubelka, 1912. 3-215 p. 19½°. 12-26919
892. ——— Slovenian-English pocket dictionary to facilitate the study of both languages. 1st ed. . . . New York, 1904. [11]-136 p. 15 x 12°. 10-30824†
893. Slovenian-English and English-Slovenian dictionary. Rocni Slovensko-Angleški in Angleško-Slovenski Slovar; zlasti namenjen izseljence v Ameriko. 2d ed. Milwaukee, Caspar, 1912. 148 p. 16°. paper, 75 cents.
894. **Weinberger, Eugene.** Slovensko-Anglický vackový tlumač zostavil Eugen Weinberger. Pittsburgh, Pa., E. Weinberger & co., 1906. 184 [2] p. 14½°.

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895. **Barbour, Henry M.** English at a glance for Spaniards (Inglés en una ojeada para los Españoles) New York, Excelsior, 1914. 96 p. 12°. paper, 25 cents.
896. **Buckbee, Sarah E.** Cartilla, conteniendo ejercicios completos de la articulación y de todas las dificultades del deletreo y de los sonidos que se encuentran en la lectura primaria; traducida al español por Carolina H. Huidobro. Boston, D. C. Heath y cia., 1900. iv, 159 p. 12°. Aug. 30, 1900—10
Notes to teachers, English and Spanish (8 p.) page 2-5.
897. **Butler, Francis.** El maestro de la conversación inglesa New York, Appleton. 50 cents.
898. ——— Spanish teacher and colloquial phrase-book. New York, Appleton. 16°. hf. leather, 50 cents.
899. **Centro internacional de enseñanza, Madrid.** Método para el estudio de idiomas. Inglés . . . Método I. C. S. Madrid, Centro internacional de enseñanza [*1914] 4 v. 22½^{cm}. 14—12439
CONTENTS.—v. 1-3. Conversación.—v. 4. Lectura y correspondencia.
900. **Chevob, William.** El Inglés para cada cual (English self-taught for Spaniards) con pronunciación fonética; para aprender el Inglés por si mismo. New and enl. ed. Philadelphia, McKay, 1915. 128 p. 12°. (Marlborough's self-taught series) paper, 25 cents.
901. **Cocker, William Johnson.** El gobierno de los Estados Unidos. New York, Appleton, 1900. \$1.
902. **Cortina, R[aphael]** Diez de la. English in English, illustrated. A short and concise textbook to be used as a guide for the correct use of Inglés en veinte lecciones. 1st ed. New York, R. D. Cortina company, 1906. 220 p. illus. 19^{cm}. (Cortina method, no. 6) 5—41556
903. ——— Inglés en veinte lecciones. New York, Appleton & co. \$1.50.
904. ——— Inglés en veinte lecciones, con un sistema de articulación basado en equivalencias españolas, por el que se asegura una pronunciación correcta. La parte inglesa rev. por L. S. [i. e. T.] Darr; prólogo de Don Emilio Castelar. Nueva York, R. D. Cortina, 1893. [iii]-xii, 360 p. 2 fold. maps. 19^{cm}. 14—16009
905. ——— Modelos para cartas en español y en inglés. 34a ed. New York, R. D. Cortina co., 1916.
Con extensos vocabularios y fraseología comercial, idiomática y tecnológica; tablas comparativas de pesos, monedas y medidas; modelos para documentos de todas clases; abreviaturas, modismos, buen tono; formulario epistolar, comercial, social, y de familia; cartas históricas célebres, etc.
906. **Cusachs, Carlos V[alérien]** Elements of spoken English for Spanish-speaking students. New York, Cincinnati [etc.] American book company [*1904] 103 p. 19^{cm}. 5—1153
907. **Fuller, Sarah.** Cartilla ilustrada . . . ilustrada por Edith P. Jordan. Traducida al español por Carolina H. Huidobro. Boston, D. C. Heath y cia., 1900. iv, 101 p. illus. 12°. Aug. 2, 1900—61
908. **García, Alfonso.** English self-taught for Spaniards. El inglés para cada cual con pronunciación fonética para aprender el inglés por si mismo. Baltimore, Md., I. & M. Ottenheimer [*1915] 96 p. 18½^{cm}. 25 cents. 15—4845
909. **Goldsmith, Peter H.** El idioma inglés. Libro I. Método introductorio. 192 p. cloth, 60 cents. Libro II. Estructura y sonido de las palabras. 134 p. cloth, 60 cents. Libro III. Modelos de construcción. 224 p. cloth, 60 cents. Libro IV. Clave de los ejercicios, las versiones y las traducciones. 96 p. cloth, 60 cents. Yonkers, World book co.

910. **Gurrin, Tomás Enrique.** Gramática inglesa; nuevo método práctico de Hoesfeld para aprender el inglés. Philadelphia, Peter Reilly, 1914. 1, 335, 32 p. 12°. \$1.
911. ——— Spanish-English grammar for Spaniards to learn English. Milwaukee, Caspar. 444 p. 12°. cloth, \$1; key to above, 30 cents.
912. **Harvey, W. F., and Laborda, S.** Spanish self-taught. Philadelphia, McKay. 25 cents.
913. **Hoesfeld, C., and Sanchez, M.** English-Spanish commercial correspondent. Milwaukee, Caspar. 432 p. 16°. cloth, \$1.
914. **International college of languages.** Método racional de Rosenthal para la enseñanza y el estudio practico de los idiomas. La lengua inglesa. Tr. del Sór Simeón Séijas . . . Nueva York, Lóndres, The International college of languages [1904] 412 p. 18½^{cm}. 4—8677
Issued in 10 parts.
In portfolio.
915. **Macdonald, G. B.** New Spanish-English idiom and English-Spanish phrase book. Milwaukee, Caspar, 1914. 234 p. 12°. cloth, \$1.
916. ——— Pitman's manual of Spanish commercial correspondence. New York, Pitman, 1916. \$1.35.
917. **Mowry, Grace B., Huntington, Susan B., and Miller, Paul G.** The primer. New York, Philadelphia, Hinds, Noble & Eldredge [c1905] v, 79 p. illus. 19 x 15½^{cm}. (Spanish-American readers) 5—33910
918. **Núñez, J. A.** El lector Americano: Silabario. New York, Appleton. 15 cents. Libro primero, 20 cents; libro segundo, 30 cents; libro tercero, 40 cents.
919. **Palenzuela, Ramón.** Método para aprender á leer, escribir y hablar el inglés, según el sistema de Ollendorff. New York, Appleton. \$1; key, 50 cents. 12—37427, 12—37431
920. **Pavia, L.** Elementary English conversation grammar in Spanish. New York, Brentano. 70 cents.
921. ——— Gramatica de la lengua inglese. New York, Brentano. \$1.40.
922. ——— New York, Stechert, 1916. \$1.20; key, 50 cents.
923. ——— Gramática sucinta inglesa. New York, Stechert, 1916. 60 cents.
924. ——— Gramática de la lengua inglesa, con ejercicios de versión, lecturas y diálogos. Heidelberg, J. Groos; [etc., etc.] 1901. xi, 440 p. 20^{cm}. \$1. 6—21041
Maps on end-papers.
925. **Phillips, Abbie Frye.** English for Latin-Americans. [Book 1]—Boston, New York [etc.] Silver, Burdett & company [c1912]— v. col. front., illus. 19½^{cm}. 13—10546
926. ——— English grammar for Latin Americans; essential principles and correct forms of speaking and writing. Boston, New York [etc.] Silver, Burdett and company [c1916] xi, 188 p. 18½^{cm}. 16—22822
927. **Ramos Diaz de Villegas, A.** Método práctico para aprender el inglés. Nueva York, W. S. Gottsberger, 1882. ii, 117 p. 18^{cm}. 14—15249
928. **Róbertson, J.** Curso de inglés. New York, Appleton. \$2.
929. ——— El inglés al Alcance de los niños con clave. New York, Appleton. 75 cents.
930. **Ruiz, Lorenzo A.** The Cuban-American; tratado analítico y clave de vocalización y pronunciación del idioma inglés, obra especial y única, ideada y combinada. Philadelphia, Printed by J. B. Lippincott company, 1899. 7—288 p. 22^{cm}. \$1. 10—20439

931. **Urcullu, José de.** Gramática inglesa reducida á veinte y dos lecciones. Ed. 1. americana de la 7. de Paris. Aum. y rev. por Fayette Robinson. Filadelfia, Thomas, Cowperthwait & comp^a., 1848. viii, 9-262 p. 19¹/₂^m. 14—18853
932. ——— Nueva gramática inglesa reducida a veinte y siete lecciones. Ultima ed., considerablemente aum. y corr. Reimpresas por primera vez en América, de la última ed. de Cadiz. Con una Clave de los temas. Nueva-York, R. Lockwood & son, 1852. ix, [11]-12, 299, 17 p. 18¹/₂^m. 14—18854
933. **Vingut, Francisco Javier.** El preceptor elemental de inglés. Teórico y práctico. Ó sea Reseña de gramática inglesa . . . Con una clave de los ejercicios, en un tomo separado. Nueva ed. Nueva ed. aum. New York, G. R. Lockwood [c1899] v, [2], [9]-305 p. 19⁰^m. 99—2857 Revised
934. ——— El maestro de inglés completo; método práctico para aprender la lengua inglesa segun el sistema de Ollendorff. Ed. enteramente refundida, corr. y notablemente aum. por D. I. de Veitelle . . . Nueva ed., aum. New York, G. R. Lockwood [c1899] iv, [5]-527, [1] p. 19⁰^m.
935. ——— Clave de los ejercicios del Maestro de inglés . . . Ed. enteramente refundida, corr. y notablemente aum. por D. I. de Veitelle . . . Nueva ed., aum. New York, G. R. Lockwood [c1899] 163 p. 19⁰^m. 99—2175 Revised
936. **Winton, G. B.** Spanish method. New York, Methodist publishing house. \$1.

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937. **Ainslie, A. D.** Business Spanish and commercial vocabulary. San Francisco, A. D. Ainslie, 1916. paper, 25 cents.
938. **Altomus'** Conversation dictionaries: English-Spanish. Philadelphia, Altomus. \$1.
939. **Angeli, Arturo.** A new English-Spanish and Spanish-English dictionary containing the whole vocabulary in general use, with copious selections of scientific, technical, and commercial terms and others lately brought into use, with their pronunciation figured. Rev. and cor. by J. McLaughlin . . . London, Siegle, Hill & co., 1914. 2 v. in 1. 18¹/₂^m. Also, Philadelphia, David McKay, 1916. 1 v. English-Spanish, 627 p.; Spanish-English, 700 p. 16—22083
940. ——— and **McLaughlin, J.** Spanish-English, English-Spanish dictionary. New York, Jenkins. cloth, \$1.50.
941. **Arteaga y Pereira, F. de.** New English and Spanish vocabulary. Chicago, D. Appleton & co. \$1.
942. **Barwick, George Frederick.** New pocket dictionary of Spanish and English languages. New York, Nelson. 75 cents; leather, \$1, \$1.25.
943. **Beale, William.** English-Spanish and Spanish-English dictionary. New York, Excelsior pub. house. \$1.
944. **Brentano's** New Spanish and English dictionary. New York, Brentano, 1915. \$1.50.
945. **Burt's** Spanish-English and English-Spanish dictionary. New York, Burt. 75 cents.
946. **Bustamente, P. C.** Spanish and English dictionary. New York, Stechert. 2 v. \$1.75.
947. **Chandler, John K., and Redman, John C.** Commercial nomenclature: English, Spanish, and Portuguese. Washington, D. C., Supt. of documents, 1897. paper, \$2.

948. **Corona Bustamante, Francisco.** Diccionario inglés-español y español-inglés, comprende todas las voces usuales de ambas lenguas . . . Paris, Garnier hermanos [19—] 2 v. 14^{cm}. 15—24092
Vol. 2 has title: A new dictionary of the Spanish and English languages . . . New ed. remodeled and augm. with the words and terms used in the sciences, arts, and manufactures and followed [by] A supplement of modern and technical words, by M. de la Torre and E. Troughton . . .
(CONTENTS.—[v. 1] Inglés-español.—[v. 2] Spanish-English.)
949. **Cortina, Raphael Diez de la.** Spanish-English and English-Spanish vest pocket dictionary and instructor. 17th ed. New York, R. D. Cortina co., 12 E. 46th st. flex. cloth, 25 cents.
950. **Cuyás, Arturo.** Appletons' new Spanish-English and English-Spanish dictionary (successor to Velázquez's Abridged dictionary) containing more than four thousand modern words and twenty thousand acceptations, idioms, and technical terms not in the latest edition of any similar work; with a pronouncing key and the fundamental tenses of irregular verbs. New York, D. Appleton and company, 1916. 2 v. in 1. 20½^{cm}. 16—16961
951. ——— Nuevo diccionario de las lenguas española é inglesa. New York, Appleton. \$2.50; con indice, \$3.
952. **D'Artega, ———.** New Spanish-English vocabulary. Philadelphia, P. Reilly. net, \$1
953. **De'Leon, N. Ponce.** Technological dictionary, English-Spanish and Spanish-English. New York, Munn & co. v. 1, \$8.50; v. 2, \$7.50.
954. **Duran, Carlos Francisco.** Standard Spanish-English and English-Spanish dictionary; containing over 65,000 words in both languages . . . with additions and corrections. New York, Hurst and co., 19—? 255, 268 p. illus. 12^o.
955. **Elwes, Alfred.** A dictionary of the Spanish language, in two parts, including a large number of technical terms used in mining, engineering, etc., with the proper accents and the gender of every noun. London, Crosby Lockwood and son, 1916. 600 p. new ed. 12^o.
Part 1. Spanish-English. Part 2. English-Spanish.
956. ——— Spanish-English and English-Spanish dictionary. New York, The D. Van Nostrand co. \$1.60 imp.
957. [**Gange, Juan**] Dictionary of terms used in commerce, trade, engineering, mechanics, mining, ship-building and navigation; for the special convenience of English and American merchants, and others having business relations with Spanish-speaking countries. San Francisco, P. J. Thomas, 1879. 130 p. 18½^{cm}. 6—2865†
958. **García, Andrés J. R. V.** Dictionary of engineering terms in English and Spanish, with indexes in both languages. 3,000 technical terms. London [etc.] Hirschfeld brothers limited [1906] xxxvi, 150 p. 14^{cm}. (On cover: Hoesfeld's series) 9—3212
"Printed in Germany."
959. ——— Dictionary of railway terms in Spanish-English and English-Spanish. London, Constable & company ltd., 1912. vi, 350 p. 23½^{cm}. 13—10106
960. **Gomez, J. Salva.** Webster dictionary: Spanish-English and English-Spanish. Chicago, Laird & Lee. 30 cents; flex. leather, \$1; library style, 60 cents.
961. **Halse, Edward.** A dictionary of Spanish, Spanish-American, Portuguese, and Portuguese-American mining, metallurgical, and allied terms. 2d ed. containing an English-Spanish-Portuguese supplement. London, C. Griffin & company limited, 1914. xiii, 438, [1] p. illus. 20^{cm}. (Lettered on cover: Griffin's mining series) 14—14881
962. ——— Dictionary of Spanish and Spanish-American mining, metallurgical, and allied terms. Philadelphia, Lippincott. 1909. \$3.50.

963. **Handy Spanish-English and English-Spanish dictionary**, comp. from the best authorities of both languages. New York, Philadelphia, Hinds, Noble & Eldredge [1912] vi, 218 p. 16^{cm}. (Handy dictionaries of modern languages) \$1. 12—23916
964. **Hewlett, Graham**. Sea terms and phrases, English-Spanish: Spanish-English. *Términos marítimos, inglés-español: español-inglés*. London, C. Griffin & co., ltd.; Philadelphia, J. B. Lippincott co., 1908. vi, 368 p. fold. tab. 10½^{cm}. \$1.25. 9—17870
965. **Hill's Spanish-English and English-Spanish dictionary**. Philadelphia, McKay. 25 cents; leather, 50 cents.
966. **International correspondence schools, Scranton, Pa.** Lexicon. 1st ed. English-Spanish. Scranton, Pa., International textbook company [1903] cover-title. 308 p. 23^{cm}. 3—18647
967. ——— Lexicon. 1st ed. Spanish-English. Scranton, Pa., International textbook company [1903] cover-title. 275 p. 23^{cm}. 3—16386
968. **Jackson, William**. Dictionary of English and Spanish technical and commercial terms, used principally in the iron, steel, hardware, and engineering trades. London, E. & F. N. Spon, ltd.; New York, Spon & Chamberlain, 1911. 164 p. 17 x 10½^{cm}. 75 cents. 11—15027
CONTENTS.—Preface.—pt. I. English-Spanish.—pt. II. Spanish-English.
969. **Jäschke, R.** English-Spanish conversation dictionary. New York, Stechert. 75 cents.
970. **Lucas, Frederick**. Spanish-English dictionary of mining terms. Including an exhaustive vocabulary of mining terms used in the Argentine Republic, Bolivia, Central America, Chili, Colombia, Ecuador, Lower California, Mexico, Panama, Peru, and Venezuela . . . London, The Technological institute, 1905 [1904] 78 p. 19^{cm}. 5—1478
See also edition published by Spon & Chamberlain, New York. \$2.
971. **Macdonald, George Robert**. Pitman's manual of Spanish commercial correspondence. London, New York [etc.] Sir I. Pitman & sons ltd. [1914] xi, 328 p. 18½^{cm}. 16—17475
Includes "English-Spanish vocabulary of commercial words and expressions," "Spanish-English vocabulary" and "Technical vocabulary."
972. ——— Spanish-English and English-Spanish commercial dictionary. Philadelphia, David McKay, 1916. 1 vol.
973. ——— Spanish-English and English-Spanish commercial dictionary of the words and terms used in commercial correspondence which are not given in the dictionaries in ordinary use; compound phrases, idiomatic and technical expressions, etc. London, New York [etc.] Sir I. Pitman & sons, ltd. [1915] viii, 643, [1] p. 18½^{cm}. \$2.25. Agr 15—1340
974. **McHale, Charles F.** English-Spanish vocabulary. New York, National city bank, 1916.
975. **Monteverde, R. D.** Pocket-glossary of English-Spanish, Spanish-English technical terms. New York, imp. The D. Van Nostrand co., 1909. leather, \$1.
976. **Neuman, Henry**. A dictionary of the Spanish and English languages, abridged from the author's larger work. By Mariano Velasquez de la Cadena . . . In 2 parts . . . New York, D. Appleton and company, 1901. 2 v. in 1. 19^{cm}.
CONTENTS.—pt. I. Spanish-English.—pt. II. English-Spanish. 11—20974
977. ——— and **Baretti, G.** Dictionary of the Spanish and English languages. Philadelphia, Lippincott. \$1.08.
978. **Nutt, ———**. Conversation dictionary in English-Spanish. New York, Lemcke & Buechner. New York, Stechert, \$1.

979. **Paasch, H.** From keel to truck: dictionnaire de marine, anglais-français-allemand-espagnol-italien. New York, Stechert, 1908. hf. morocco, \$10.
980. **Perez Jorba, J.** English-Spanish and Spanish-English dictionary. Boston, Little, 1909. \$1.25.
981. ——— New vocabulary containing all usual words and their figured pronunciation. English-Spanish. Paris, Garnier brothers [1905] 398 p. 13½^{cm}. (On cover: Vocabulaires Garnier) 11—17403
982. ——— Nuevo vocabulario con todas las palabras en uso y su pronunciación figurada. Español-inglés. Paris, Garnier hermanos [1905?] 416 p. 13½^{cm}. (Vocabularios Garnier) 11—17221
983. **Ponce de Leon, N.** Technological dictionary. 2 v. Chicago and New York, Munn & co., 1908.
v. 1, English-Spanish, hf. morocco, \$8.50; v. 2, Spanish-English, \$7.50.
984. **Rivas, F. M. de, pseud.** "Cortina" diccionario de bolsillo; español inglés é inglés español. New York, R. D. Cortina [1900] 372, [2] pp. incl. front. maps. 13½ x 6½^{cm}. 1—27608—M 2
985. ——— Laird & Lee's vest-pocket standard English-Spanish, Spanish-English dictionary. Chicago, Laird & Lee, 1900. 372, [2] p. incl. front. maps. 14 x 6½^{cm}.
Pronunciation of all words. Idioms in common use. Maps and statistics of the U. S. and all Spanish-speaking countries, etc. . . . Diccionario inglés-español, español-inglés . . . 0—5453 Revised
986. **Röding, Johann Hinrich.** The universal marine dictionary, Spanish and English; containing all the Spanish technical terms and phrases used in the art of constructing, equipping, and managing vessels in all naval operations, navigation, maritime commerce, and laws and in every nautical branch also in the making of cordage, masts, sails, anchors, blocks &c. &c. &c. Hamburg, P. A. Nemnich, 1815. [152] p. 25½^{cm}. 13—6383
987. **Saalfeld's** vest-pocket English-Spanish and Spanish-English dictionary. Akron, O., Saalfeld pub. co. 25 cents; leather, 50 cents.
988. **Salvá, S., and Webster, N.** Diccionario, Español-inglés é inglés-Español. Chicago, Laird & Lee. 30 cents; 60 cents; flex. morocco, \$1.
989. Spanish-English and English-Spanish dictionary. Philadelphia, Hinds, Noble & Eldredge. \$1.
990. Standard English-Spanish and Spanish-English dictionary. Chicago, M. A. Donohue & co. 75 cents.
991. Standard Spanish-English and English-Spanish dictionary. New York, Hurst & co. 60 cents; hf. leather, \$1.
992. **Veitelle, I. de.** Mercantile dictionary (English, Spanish, and French) Chicago, D. Appleton & co. \$1.50.
993. **Velazquez de la Cadena, M., comp.** New pronouncing dictionary of Spanish and English languages. Chicago, D. Appleton & co. \$6; indexed, \$7; 2 v. each, hf. morocco, \$3.50; 2 v., indexed, each, hf. morocco, \$4.
994. ——— Nuevo diccionario Español-inglés é Inglés-español. New York, Appleton.
Part 1, Spanish-English, \$3.50; Part 2, English-Spanish, \$3.50. The same with index—Part 1, \$4; Part 2, \$4. Two vols. in one, \$6; the same with index, \$7.
995. **Wessely, I. E.** Spanish and English dictionary. New York, Stechert. 75 cents.

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996. Catalogue raisonné of world literature. New York, Lemcke & Buechner, 1903.
Pt. 3. Spanish literature. 27 p. Annotated.
997. Coester, A. Bibliography of Spanish-American literature. Brooklyn, N. Y., Alfred Coester, 1081 Park Place. paper, 50 cents.
998. Goldsmith, Peter H. Brief bibliography of books in English, Spanish, and Portuguese, relating to the republics commonly called Latin American; with comments. New York, Macmillan, 1915. xlx, 107 p. 12°. 50 cents. 16—919

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999. Irving, Washington. The life and voyages of Christopher Columbus. Abridged by the same for the use of schools. Med en engelsk grammatik och pronunciationslära samt ordbok. Lärobok i engelska språket . . . Norrköping, A. Bohlin, 1834. [3]—45, v, 258, liii, [2] p. 21 x 12^{cm}. 2—8198
1000. Belling, I. T. Praktisk lärobok i engelska språket med fullständig uttalsbeteckning. 8th ed. Engberg-Holmberg, 1909. 0-216 p. 8°. \$1; boards, 80 cents.
1001. Sturzenbecker, Vilhelm. Engelsk språklära för menige man: uttalslära formlära, läsofningar, ordförråd samtalsöfningar; engelsk-svensk ordbok med fullständig uttalsbeteckning och svensk-engelsk ordbok. 6th ed. Chicago, Engberg-Holmberg, 1909. 212 p. 12°. 60 cents; boards, 80 cents.
1002. Svensson, Alfred. Lärobok i Engelska, affärs- och umgängs-språket med uttalsbeteckning och bifogad köpmansterminologik. Chicago, Dalkullan publishing and importing co., 1910. 340 p., with key for pronunciation, 106 p. \$1.

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1003. Björkman, Carl Gustaf. Svensk-Engelsk ordbok. New York, Lemcke. hf. leather, \$9.
1004. ——— Svensk-engelsk ordbok, utarbetad och utgifven af C. G. Björkman. Stereotyperad uppl. Stockholm, P. A. Norstedt & söner [1902] 1360 p. 22^{cm}.
"Tredje tryckningen."
4—31090 Revised
1005. Burt's Swedish-English dictionary in two parts: Swedish-English. English-Swedish. New ed. Rev. and enl. Burt's Svensk-Engelsk ordbok . . . New York, A. L. Burt company, publishers [n. d.] 300, 435 p. 16^{cm}. 10—7729
1006. Hecker, Oskar. Systematiskt ordnad Svensk-Engelsk ordlista, sammanställd af O. Hecker, öfversatt till Engelska af A. Hamann, och till svenska af A. Ekelöf. Berlin, B. Behr, 1909. vi, 312 p. 16°. (*In his* Wortschatz für reise und unterricht, Ser. A. No. 28)
1007. Hill's Swedish-English and English-Swedish dictionary. Philadelphia, McKay. 25 cents; leather, 50 cents.
1008. Hill's Swedish-English and English-Swedish pronouncing dictionary. Svensk-engelsk och engelsk-svensk fick-ordbok . . . Chicago, Ill., G. W. Ogilvie & co. [1907] 2 v. in 1. illus. 14 x 7^{cm}. ca 11—1491 Unrev'd
1009. Hoesfeld's English-Swedish and Swedish-English dictionary. New York, Lane. \$2.
1010. Montgomery, Albert. Engelsk ordlista; jämte samtalsöfningar handbok i Engelsk språket, noggrannt angifvande med svensk ljudbeteckning hvarje engelsk ords riktiga uttal och betoning. Jämte bihang innehållande vägledning för svenska utvandrare till Amerika. Andra upplagan. Stockholm, Björck & Börjesson, 1911. 143 p. 40 cents.

1011. ——— Svensk-engelsk ordbok. Stockholm, Björck & Börjesson, 1914. 12°. 615 p.
1012. Oman, Victor E. Swedish-English dictionary. New York, Stechert. \$1.50.
1013. Svensk-engelsk och engelsk-svensk ordbok och språklära. New York, Nielsen & Lundbeck [c1915] 224 p. 18½". 50 cents. 15—5585
1014. Swedish-English dictionary. New York, Stechert. hf. morocco, \$8.
1015. Vest-pocket standard Swedish-English, English-Swedish dictionary. Chicago, Laird & Lee. 35 cents; leaf, 75 cents.
1016. Wenström, Oscar Edmund, and Harlock, W. E. A Swedish-English dictionary. Stereotyped edition. Stockholm, P. A. Norstedt & söner, 1912. vi, 880 p. (new ed.) 8°.
1017. ——— and Lindgren, E. English-Swedish dictionary. New York, Stechert. hf. morocco, \$8.

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1018. American library association. Selected list of Swedish books. 1909. 45 p. 25 cents. Starred.
1019. ——— Foreign book list no. 5. Selected list of Swedish books, recommended for public libraries. Chicago, A. L. A., 1910. 25 cents.
List compiled by Miss Valfrid Palmgren, Royal Library, Stockholm, Sweden. Especially useful to libraries where there is a large Scandinavian population.
1020. Babcock, K. Charles. Scandinavian element in the United States. Urbana, Ill., University of Illinois, 1914. paper, \$1.15.
1021. Catalogue of Norwegian and Danish books. New York, Albert Bonner, 561 3d ave., 1915.
1022. Christiania university. Library. Katalog over boker skicket for folkebok-samlinger. 1906, 131 p.; 1907, 23 p.; 1908, 46 p.
See P. L. December, 1907, p. 307.
1023. Minneapolis, Minn. Public library. Scandinavian literature. 1908. 47 p.
1024. Selected list of Swedish books suitable for libraries. New York, Björck & Börjesson (now Albert Bonnier, 40 West 28th st.) 1909. 24 p.

TIBETAN.

1025. Jäschke, H. A. A Tibetan-English dictionary; with especial reference to the prevailing dialects, to which is added an English-Tibetan vocabulary. Printed and published by order of Her Majesty's secretary of state for India in council. London, Trübner and co., 1882. 671 p.
1026. Das, Sarat Chandra. A Tibetan-English dictionary, with Sanscrit synonyms. Rev. and ed. by Sandberg, Graham, and Heyde, A. William. Calcutta, Bengal Secretariat book depot, 1902. 1353 p. 8°. 40 shillings.

TURKISH.

TEXTBOOKS.

1027. Yeran, Edward Arakel. Turkish-English conversation illustrated; comprising everyday conversation, letter writing, and various useful information. Boston, Mass., Yeran press [c1914] 239, [1] p. illus., 2 col. pl. (incl. front.) maps. 20cm. \$1.50. 14—6636

DICTIONARIES.

1028. **Bedhouse, Sir James William.** English-Turkish, Turkish-English lexicon. New York, Oxford.
English-Turkish, \$5.25; hf. leather, \$6.50. Turkish-English, \$9.25; hf. leather, \$10.75.
1029. ——— **A Turkish and English lexicon, shewing in English the significations of the Turkish terms.** Constantinople, Printed for the American mission by A. H. Boyajian, 1890. viii, 2224 p. 28^{cm}. 8—30296
1030. **Sauerwein, Georg Julius Justus.** A pocket dictionary of the English and Turkish languages. London, Williams and Norgate, 1855. xii, 298 p. 14^{cm}.
The Turkish expressed in Roman characters only.

10—33884

UKRAINIAN.

1031. **Gawryiaky, Dimitr.** Краткъ учебникъ за английски езикъ. Практично ръководство за лесно и основно изучаване разговорния и писмени английски езикъ.
Heidelberg, J. Groos, 1908. vi, 210 p. 12^o.
Headline reads: Метода Гаспей-Ото-Зауеръ.
1032. **Yaseniaky, M. P. B.** A pocket dictionary of the Ukrainian-English and English-Ukrainian languages, with a short guide to Ukrainian pronunciation. First part. Ukrainian-English. Кишенковий Українсько-Англійський і Англійсько-Український словарець. Перша Часть Українсько-Англійська. Winnipeg, Canada, Ruthenian book store, 1914. 2d remodeled and enlarged edition. 1577 p. \$2.

YIDDISH AND HEBREW.

HEBREW TEXTBOOKS.

1033. **Berlin, I.** English method. New York, Wasserman's international book store. 35 cents.
1034. ——— **First English book.** New York, Wasserman's international book store. 15 cents.
1035. **Harkavy, Alexander.** Torath leshon Anglia; grammar of the English language. New York, A. Ferneburg, 233 Delancy st., 1894.
One of the few books for teaching English to Hebrews who speak Hebrew, not Yiddish
Useful for immigrants from Palestine.

HEBREW DICTIONARIES.

1036. **Feyerabend, K.** Pocket-dictionary of the Hebrew and English languages. New York, International news co., 1913. 80 cents.

YIDDISH TEXTBOOKS.

1037. **Frankel.** English-Jüdischer briefen-stellar. New York, M. Chinsky, 19 Ludlow St., 1901. 200 p.
1038. **Goldgar, B., and Mirovitch, I.** The American: a practical book for self-instruction to speak, read, and write the English language. Each English word is translated in Hebrew (Jüdisch-deutsch). New York, Daily Jewish gazette print, 44 East Broadway, 1883. 192 p.
2nd ed., 1891, 192 p. New York, Sarasohn and son, 185 East Broadway.

1039. Goldwasser, Israel Edwin, and Jablonower, Joseph. Yiddish-English lessons; ענגליש-אײדישע אױספאנטן Boston, New York [etc.] D. C. Heath & company [1916] vii, [1], 248 p. illus. (incl. ports., map). 19½^{cm}. 72 cents. 16—12921
English lessons based upon the continued story of a Jewish immigrant from Russia, with parallel text in Yiddish.
1040. Harkavy, Alexander. American letter writer, with useful information, and a treatise on bookkeeping. English and Yiddish vocabulary. New York, Hebrew publishing co., 1902. 315+82 p.
Title also in Yiddish text.
1041. ——— English in America; a manual of English conversation. New York, Jacob Saphirstein, 139 Division st., 1894. 78 p. 30 cents.
Title also in Yiddish text.
1042. ——— Englischer lehr-buch . . . Beilage, Das englische lese-buch. New York, M. Chinsky, 19 Ludlow st., 1900. 192 p. (The classical library)
1043. ——— Yiddish-American school: a practical manual of English, Yiddish, and arithmetic. New York, Jos. L. Werbelowsky, 37 Canal st., 1900. 160 p.
Title page in Yiddish text.
1044. Jacobs, Joseph, and Landau, Hermann. Yiddish-English manual; compiled for the English evening classes committee in connection with the Russo-Jewish committee. London, E. W. Rabinowicz, 91 White st., Whitechapel, E., 1906. 221 p.
1045. Krantz, Philip. (*pseudonym of Jacob Rombro*) Krantz's englische methode. Krantz's English teacher; new and practical method of learning the English language, accompanied by the pronunciation and accent of the English words. New York, Jacob Saphirstein, 1896. 296 p.
1046. Libro de empezar los linguas inglesas. New York, The Oriental printing and publishing co. (office of the journal "La America," Chrystie st.) 1911. 10 cents.
One of the rare examples of Spanish-Yiddish and English.
1047. Rombro, Jacob. See Krantz, Philip.
1048. Slonimsky, Joseph. Will you speak English? Warsaw, M. Levinsky, 1891. 116 p.
In Russian and Yiddish.
1049. Warne. Complete English-Jewish letter writer, and complete forms of contracts. New York, J. L. Werbelowsky, 37 Canal st., 1900. 198 p.

YIDDISH DICTIONARIES.

1050. Abelson, Paul, ed. English-Yiddish encyclopedic dictionary; a complete lexicon and work of reference in all departments of knowledge. New York, Jewish press publishing co., 1915. xviii, 1749, vi p. 11 pl (7 double, 10 col.) 27½ x 20^{cm}. \$5.
ענגליש-אײדישעס ענציקלאָפּעדישעס ווערטערבוך; אַ פּאָלשטענדיגע און גענויע איבערזעצונג פון אַלע געברויכליכע ענגלישע ווערטער און פּראָפּערציעס. און אַן ענגציקלאָפּעדיע פון וויסענשאַפּטליכע און טעכנישע אױסדריקע. דעראַנירט פֿין ר.ר. פּאָל אייכלעסאָן. ניו יארק, דזשואיש פרעס פּאָבלישינג קאָמפּאַני. 1915.
15—16016
1051. Harkavy, Alexander, comp. A dictionary of the Yiddish language . . . New York, The author, 1898. xv, [1], 351, [1] p. 8°. Aug. 17, 98—18
1052. ——— Harkavy's English-Jewish pocket dictionary, containing 25,000 words. New York, J. L. Werbelowsky [1900] 462 p. 32°. Nov. 15, 1900—98

1053. **Harkavy, Alexander.** Harkavy's manual dictionary of the English language, giving the exact meaning of every word in Jewish, with the pronunciation of every word in Hebrew characters. New York, J. Saphirstein, 1894. 462 p. 19^{cm}. 12—28652
1054. **Langah, David.** English-Yiddish dictionary. St. Louis, Langah, 1910. paper, 25 cents.
1055. **Markowitz, Alfred Junius, and Starr, Samuel.** Vocabulary of common words in English, Italian, Russian, and Yiddish. New York, Cincinnati [etc.] American book company [c1914] 46 p. 19½^{cm}. 15 cents. 14—13264
1056. **Münz, Moses.** Hebrew-Jewish-German-English vocabulary. New York, Press of Caplin steam print, 1891. 52 p. 22½^{cm}. 11—19152
1057. **Spivak, Charles David, and Bloomgarden, S., comps.** Yiddish dictionary. Denver, Colo., C. D. Spivak, 1911. \$2.50.

AIDS TO LIBRARIANS.

1058. **Brooklyn, N. Y. Public library.** Yiddish books. Bulletin, October, 1909. 1 p.
1059. **Carr, John Foster.** Guide to the United States for the Jewish immigrant. New York, Immigrant publication society, 1916. 30 cents.
Recent translation of a Yiddish edition. Contains information most useful to a newly arrived immigrant.
1060. **Chicago, Ill. Public library.** Yiddish books. 1907. 6 p.
1061. **Jewish Chautauqua society.** Chautauqua system of Jewish education. Jewish Chautauqua society, 1912. paper, 75 cents.
1062. **Jewish communal directory:** a classified guide book to the congregations, fraternal orders, lodges, mutual benefit societies, educational organizations, charitable and philanthropic institutions and agencies in the five boroughs of greater New York. New York, Jewish community of New York city, 1912. xiii, 143 p. 8°. 75 cents; boards, 40 cents; paper, 25 cents.
1063. **New Bedford, Mass. Public library.** Catalogue of Yiddish books. 1911.
1064. **New York (City) Public library.** List of works relating to the history and condition of the Jews in various countries. 1913. 4 pts. paper.
1065. **Providence, R. I. Public library.** List of Yiddish and Hebrew books. 1911.
1066. **Yiddish books.** New York, Hebrew publishing co., 83-87 Canal st.
1067. **Yiddish catalogue.** New York, Simon Druckerman, 50 Canal, st., 1910. 50 p.

ASSOCIATIONS.

1068. **Bureau international de l'enseignement à l'usage des professeurs de langues vivantes.** (14 Quai d'Orleans, Paris, iv, France)
Founded in Cologne in 1904 to aid modern language teachers of all countries in the difficulties peculiar to their work— books, methods, exchange of pupils.
1069. **Congrès international de l'enseignement des langues vivantes.** Paris, 1900 and 1909.
1070. **Modern language association of America.** (107 Walker st., Cambridge, Mass.)
1071. **Modern language association of Scotland.**
1072. **Promyk.** Nauka czytania ipisania, elementarz. Polish book importing co., 2d avé. & 4th st.

JOURNALS.

1073. Bulletin of the New York state modern language association.
1074. Modern language review. Founded 1905. J. C. Robertson, editor. Cambridge, England.
1075. Modern language teaching. The official organ of the Modern language association. Published eight times yearly. 45 Ladbroke Grove, London, W. London, Adam and Charles Black.
Volume 1 was published in 1905, volume 2 in 1915. Subscription price, 4 shillings.
1076. Die neueren sprachen; zeitschrift für den neusprachlichen unterricht mit dem beiblatt phonetische studien. Marburg in Hessen, N. G. Elwert'sche verlagsbuchhandlung.
Erster band, 1894.
Band 23, 1915-6.
1077. Revue Germanique. Founded 1905. Felix Alcan, editor. Paris, France.
1078. Scandinavisk månadstidskrift. Founded 1905. Spolegatan, 8. Lund, Sweden.



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SEPTEMBER, 1917



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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—Weather: Mental and physiological effects—Sex hygiene—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education, Home economics—Professional education—Civic education—Military education—Schools for maimed soldiers—Education of women—Orientals—Negro education—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications—Periodicals represented in this number.

NOTE.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

929. **Alabama educational association.** Official proceedings of the thirty-sixth annual convention . . . held at Montgomery, April 5-7, 1917. 154 p. 8°. (Alabama educational association. Bulletin, vol. 36, no. 1, June 1917) (J. A. Moore, secretary, Jasper, Ala.)

Contains: 1. J. J. Doster: Conflicting educational philosophies the cause of confusion, p. 25-29. 2. H. L. Whitfield: Education in its relation to industry, p. 29-33. 3. S. C. Mitchell: Constructive citizenship, p. 33-38. 4. J. H. Phillips: Moral training in the schools, p. 39-43. 5. C. H. Judd: Cultivation, p. 43-47. 6. C. J. Brown: Advantages of the large central rural school, p. 48-52. 7. P. P. Claxton: Training of teachers for elementary and secondary schools, p. 53-62. 8. N. R. Baker: Rural school efficiency, p. 65-67. 9. H. C. McDonald: Aims and ideals of the high-school teacher, p. 72-75. 10. J. T. McKee: Training teachers in service, p. 77-80. 11. Mabel Rowlands: The vitalization of reading in the upper elementary grades, p. 88-93. 12. Mae Eanes: Mathematics for girls, p. 109-12. 13. J. B. Clark: Oral English in the high school, p. 126-31.

930. **American association for study and prevention of infant mortality.** Transactions of the seventh annual meeting, Milwaukee, October 19-21, 1916. Baltimore, Press of Franklin printing company, 1917. 364 p. 8°. (Albert Cross, secretary, 1016 Witherspoon building, Philadelphia, Pa.)
Contains: 1. Abby L. Mariatt: Public school education for the prevention of infant mortality, p. 212-16. 2. Dorothy R. Mendenhall: Work of the extension department in educating the mother along the lines of prenatal care and infant hygiene, p. 217-20. 3. Amy L. Daniels: The relation of baby clinic work to the classes in dietetics, p. 221-25.
931. **Carnegie foundation for the advancement of teaching.** Eleventh annual report of the president and of the treasurer. 1916. New York city, 1916. 172 p. 4°.
Contains: 1. The opinions and desires of teachers, p. 17-38. 2. The teachers insurance and annuity association, p. 38-54. 3. The teacher's obligation to his family, p. 57-61. 4. The future of the teaching profession, p. 61-64. 5. Pensions for public school teachers, p. 109-17. 6. The study of legal education, p. 123-27. 7. College entrance certificates, p. 131-37.
932. **Congress of human engineering.** [Papers presented at the meetings held October 26-28, 1916, Columbus, Ohio] Columbus, Ohio, The University, 1917. 160 p. 12°. (Ohio state university bulletin, vol. 21, no. 12, January 1917)
Contains: 1. C. R. Dooley: Ideals and requirements and training for the engineering profession, p. 8-15. 2. J. W. Roe: The college man and human engineering, p. 97-101.
933. **Dominion educational association.** Proceedings of the ninth convention of the association, held at Ottawa, Ont., January 31-February 2, 1917. Ottawa, Pub. by the Association [1917] 119 p. 8° (J. H. Putnam, secretary, Ottawa, Ont.)
Contains: 1. H. L. Brittain: A national clearing house for education, p. 51-55. 2. William Wirt: Progress in education through school administration, p. 65-78.
934. **Louisiana teachers' association.** Journal of the proceedings and addresses of the twenty-sixth annual meeting, held at Alexandria, La., April 12-14, 1917. Louisiana school work, 5 : 425-96, June 1917.
Contains: 1. F. M. Hamilton: Educational ideals and practices in Louisiana, p. 438-44. 2. J. L. Wilson: The physical care of the school child, p. 446-48. 3. Anna Wunder: Vitalizing the fundamentals in primary arithmetic, p. 461-54. 4. Myrtle L. Goodman: Seat work in the primary grades, p. 454-66. 5. Olive Chunn: The equipment and material of a first-grade room, p. 456-59. 6. Edith Porter: Teaching of history, p. 460-63. 7. J. M. Foote: The teacher's cottage, p. 473-75. 8. C. A. Ives: Retardation of children, p. 475-78. 9. A. C. Harris: The place of oral English in the high school, p. 479-80. 10. J. E. Guardia: Teaching practical or applied grammar in connection with the composition, p. 489-92. 11. C. J. Quick: Suggestions for arranging and keeping up with apparatus and materials in the laboratory, p. 493-96.
935. **Minnesota educational association.** Journal of proceedings and addresses of the fifty-fourth annual meeting, held at St. Paul, Minn., November 1-4, 1916. Minneapolis, The Association, 1916. 205 p. 8°. (E. D. Pennell, secretary, East high school, Minneapolis, Minn.)
Contains: 1. W. A. Wirt: A balanced load on child welfare agencies, p. 33-39. 2. Charles Zueblin: Education for freedom, p. 40-45. 3. C. G. Pearce: The teacher as a factor in our public schools, p. 46-53. 4. G. H. Locke: Efficiency of the spirit, p. 54-58. 5. C. A. Prosser: Education as preparedness, p. 59-62. 6. A. C. Monahan: Organization for efficiency in rural school development, p. 63-66. 7. F. W. Roman: Industrial preparedness, p. 67-73. 8. Marietta P. Johnson: The experiment at Fairhope, p. 74-82. 9. W. C. Bruce: Some aspects of the business administration of school systems, p. 84-88. 10. Peter Olesen: Health supervision of schools, p. 88-91. 11. W. A. Wirt: The place of the elementary school, p. 105-10. 12. Joseph Peterson: The neglect of the modern languages in the public schools, p. 126-29. 13. Isabel Lawrence: Normal school entrance requirements: the definition of the normal school, p. 159-62. 14. M. V. Baker: Equipment and furniture of a high school library, p. 166-69. 15. Margaret Fletcher: How may grade children be best served by the school library, p. 169-72. 16. G. E. Vincent: Home making as a fine art, p. 178-82. 17. M. A. Morse: The playground movement, p. 191-98. 18. C. H. Keene: Physical education in the public schools, p. 200-204.

936. **National child labor committee.** Proceedings of the thirteenth annual conference on child labor, Baltimore, Md., March 23-25, 1917. New York, National child labor committee, 1917. 79 p. 8° (Child labor bulletin, vol. 6, no. 1, May 1917) (Owen R. Lovejoy, secretary, 105 East 22d street, New York, N. Y.)
 Contains: 1. Anne S. Davis: Vocational guidance, p. 27-31. 2. A. C. Monahan: The rural child-labor problem, p. 50-54. 3. John Dewey: Federal aid to elementary education, p. 61-66. 4. P. P. Claxton: Further reasons for federal aid to elementary education, p. 66-71. 5. O. R. Lovejoy: Safeguarding childhood in peace and war, p. 72-77.

937. **National education association of the United States.** Addresses and proceedings of the fifty-fourth annual meeting held at New York City, July 1-8, 1916. Ann Arbor, Mich., Pub. by the Association, 1916. 1112 p. 8°.

General sessions.—Contains: 1. D. B. Johnson: The rural home and the farm woman, p. 36-40. 2. W. D. Foster: Organized recreation, p. 49-54. 3. Cora W. Stewart: The elimination of illiteracy, p. 54-58. 4. J. D. Eggleston: First aid to the country teacher—a suggestion as to vitalizing the country schools thru our present teachers, p. 58-63. 5. Ella F. Young: The secular free schools, p. 63-68. 6. C. R. Van Hise: The place of the university in a democracy, p. 68-73. 7. J. R. Kirk: The place of the normal school in a democracy, p. 73-77. 8. J. Y. Joyner: Preparation thru education for a democracy, p. 79-82. 9. C. G. Pearse: The common school as an instrument of democracy, p. 82-86. 10a. G. S. Hall: The war and education, p. 86-92. 11. Fannie F. Andrews: What the public schools can do toward the maintenance of permanent peace, p. 93-96. 12. O. B. Martin: Mass instruction thru group training, p. 97-101. 13. F. M. Hunter: The socialized recitation, p. 101-6. 14. H. B. Frissell: The education of the negro, p. 106-11. 15. J. D. Shoop: Vocational education, p. 111-14. 16. H. H. Seerley: National aid to vocational education, p. 114-19. 17. W. C. Redfield: Industrial education, p. 119-22. 18. J. W. Crabtree: Preparing teachers for leadership in all special education, p. 122-27. 19. G. L. Swiggett: Educational preparation for foreign service, p. 127-36. 20. Clyde Furst: Pensions for public-school teachers, p. 137-42. 21. C. H. Johnston: The junior high school, p. 145-51. 22. J. M. Wood: The junior college, p. 151-57. 23. Leonard Wood: Universal military training, p. 159-65. 24. V. K. W. Koo: Chinese education, p. 165-70. 25. W. G. McAdoo: Some international aspects of public education, p. 170-75. 26. Samuel Gompers: The American school and the working man, p. 175-82. 27. John Dewey: Nationalizing education, p. 183-89. 28. S. D. Fess: The possibilities of a national university at the capital, p. 189-94.

National council of education.—29. S. W. Straus: Thrift—an educational necessity, p. 196-201. 30. C. W. A. Luckey: The function of the graduate school of education, p. 225-30. 31. National welfare and rural schools [by] T. D. Wood, p. 232-35; [by] Wickliffe Rose, p. 235-40. 32. Helen C. Putnam: The new ideal in education—better parents of better children, p. 240-45. 33. R. M. Yerkes: Educational and psychological aspects of racial well-being, p. 248-52. 34. A. D. Yocum: The course of study as a test of efficiency of supervision, p. 254-59. 35. J. Y. Joyner: Rural education, p. 260-74. 36. W. B. Owen: Normal school preparation for thrift teaching, p. 281-85. 37. C. H. Keyes: Report of committee on health problems in education, p. 285-87.

Pages 289-1009 contain proceedings of the departments, which have been indexed in this record as published in the Journal of the National education association.

938. **National education association of the United States.** Department of superintendence. Proceedings, Kansas City meeting, February 27-March 3, 1917. Journal of the National education association, 1: 889-1087, May, June 1917.

Contains: 1. O. T. Corson: Response to addresses of welcome [School surveys], p. 900-6. 2. A. J. Beveridge: The school and the nation, p. 906-18. 3. A stronger foundation for, and a better command of, spoken and written English—A. In the elementary schools [by] M. C. Potter, p. 918-22; B. In the high schools [by] J. H. Newlon, p. 922-26; C. In the normal schools [by] J. F. Hsieh, p. 927-31; D. In the colleges [by] E. M. Hopkins, p. 931-35. 4. F. I. Keeler: Standards of school architecture and schoolhouse construction, p. 936-41. 5. J. D. Robertson: Standards of individual health among children, p. 941-45. 6. W. C. Bagley: Are the older "school virtues" obsolescent? p. 945-49. 7. C. H. Judd: Standardized units of achievement of pupils and measurable standards of school administration, p. 949-52. 8. I. I. Cammack: The legitimate range of activity of the junior college in a public-school system, p. 952-57. 9. Albert Shiels: Relations and lines of demarcation between the fields of industry and public-school education, p. 957-62. 10. William Wirt: Multiple use of child-welfare agencies, p. 962-66. 11. Report of the committee on relation between boards of education and superintendents, p. 967-84. 12. F. G. Blair: Observable tendencies toward national education, p. 985-91. 13. J. H. Van Sickle: Variations in the ratio of time to be given to the mental and manual elements in the different grades of the elementary schools and their relative values in developing educational symmetry, p. 995-97. 14. R. A. White: Preparedness, p. 999-1002. 15. W. H. Smiley: The high-school teacher's professional preparation, p. 1003-6. 16. Report of the committee on military training in the public schools, p. 1006-13. 17. A. E.

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939. Ohio state teachers' association. Proceedings . . . Cedar Point, Ohio, June 26-28, 1917. Ohio educational monthly, 66 : 288-385, August 1917.

Contains: 1. J. S. Alan: What should be the course of study in the modern school? p. 295-97. 2. F. C. Kirkendall: How the modern school should train in habits of study, p. 298-300. 3. Jerome Hull: The modern school in its relation to the pupil's health, p. 301-303. 4. C. C. Bryant: How the modern school should be supervised, p. 303-5. 5. Hollis Dann: Music in the public schools—aims and results, p. 305-7. 6. Frances G. Richard: The function of literature in the grades, p. 310-12. 7. J. H. Francis: A state-wide program for educational efficiency, p. 326-28. 8. Alston Ellis: The public schools and the America of the future, p. 328-44.

940. Wisconsin teachers' association. Proceedings of the sixty-fourth annual session . . . held at Milwaukee, November 2-4, 1916. Madison, Democrat printing company, 1917. 490 p. 8°. (M. A. Bussewitz, secretary, Milwaukee, Wis.)

Contains: 1. C. R. Van Hise: A decade of progress at the University—with a forward look, p. 18-24. 2. F. A. Cotton: A decade of progress in Wisconsin normal schools, p. 24-30. 3. G. A. Chamberlain: Secondary education. The past decade and its relation to the future, p. 30-37. 4. C. P. Cary: A decade of improvement in country schools, p. 37-44. 5. J. H. Finley: The wisdom of leisure, p. 45-54. 6. W. A. Wirt: Elementary education, p. 54-67. 7. W. K. Tate: Recent achievements in rural education, p. 68-76. 8. L. D. Coffman: Recent achievements in secondary education, p. 77-86. 9. H. S. Pritchett: What is a pension system for? p. 86-94. 10. L. D. Harvey: A decade of industrial education in Wisconsin, p. 95-109. 11. J. W. Cook: The technic of the classroom, p. 113-24. 12. W. S. Lusk: The proper use of school land in teaching agriculture, p. 128-38. 13. T. W. Galloway: Some next steps in the equipment of teachers in secondary biology, p. 150-57. 14. L. D. Peasley: An out-door science club for high school students, p. 164-71. 15. R. L. Lyman: A laboratory in thinking, p. 172-94. 16. H. L. Miller: The place of mathematics in the American high school, p. 205-20. 17. W. O. Miesner: The place of music in education, p. 227-37. 18. Charles McCarthy: The general aspect of the industrial school movement, p. 248-54. 19. C. P. Cary: Relation of industrial education to the general school problem of the state, p. 254-57. 20. H. E. Miles: The federal aspect and possibilities of development in industrial education, p. 258-67. Discussion, p. 267-75. 21. H. C. Henderson: Education for behavior, p. 276-82. 22. H. B. Murphy: Beginnings of training for citizenship, p. 282-90. 23. Alma L. Binzel: Self-directed activities in primary grades, p. 290-96. 24. Maria Montessori: The children of the world, with special reference to the American child, p. 299-304. 25. L. D. Harvey: What shall we teach in the grammar grades in view of the probable future of the students, p. 305-11. 26. Mary A. O'Keefe: Possibilities of the recitation period, p. 312-18. 27. J. W. Cook: Points of technic in the recitation, p. 318-31. 28. Social center work [by] R. A. Hoyer, p. 344-49; [by] Bishop Mundelein, p. 349-54. 29. Pearl L. Lincoln: The community house as a factor in community building, p. 354-59. 30. J. D. Wright: The education of the deaf, p. 403-14. 31. M. C. Potter: The problem of the retarded and defective children in our schools, p. 414-22. 32. C. A. Prosser: Progress in vocational education, p. 423-32.

EDUCATIONAL HISTORY AND BIOGRAPHY.

941. Alt, Sister Mary Rosalia. Pestalozzi's Anschauung in theory and practice. Catholic educational review, 14 : 16-41, June 1917.

A dissertation submitted to the Catholic university of America in partial fulfillment of the requirements for the degree, Master of arts.

942. Croswell, James Greenleaf. Letters and writings of James Greenleaf Croswell, late master of the Brearley school in New York. Boston and New York, Houghton Mifflin company, 1917. 359 p. front., plates, ports. 12°.

943. Ross, C. F. Strength and weakness of Roman education. Pennsylvania school journal, 65 : 544-48, June 1917.

CURRENT EDUCATIONAL CONDITIONS.

944. **Badley, J. H.** Education after the war. Oxford, B. H. Blackwell, 1917. ix, 125 p. 12°.

Deals with education in its national and individual aspects. Author considers that there should be compulsory education up to 18 for all; is a firm believer in "coeducation to the fullest extent, from the nursery to the university;" asserts that "the battle of the classics has been fought and lost."

945. **Blair, Robert.** The schools and the war. The work of preparation done by the schools of London. School, 28 : 475, 485, July 12, 19, 1917.

A letter from the chief executive officer of the Committee on education of the London county council to Superintendent Maxwell of New York City, describing the work of the schools of London in preparing for war.

946. **Blake, Barton.** Mobilizing France's inventors. Forum, 57 : 637-47, June 1917.

Discusses incidentally the relations between France and America on the academic side, after the war. Opportunities for Americans at French universities.

947. **Blakely, Paul L.** Education. In the village smithy. America, 17 : 383-85, July 21, 1917.

Condemns the "soft" education of our schools, which allows children to reject studies that are difficult and choose mental occupations that are congenial. Says that the schools do not teach obedience, and they appear to look upon reverence as a kind of weakness.

948. **Brookline, Mass. Survey committee.** Educational survey of the public schools of Brookline, Mass. Pub. by the School committee, 1917. 436 p. 8°.

James H. Van Sickle, director.

949. **Burnet, John.** Higher education and the war. London, Macmillan and co., limited, 1917. x, 238 p. 12°.

Mainly a criticism of the German educational system. Contains chapters on Kultur, Humanism, Higher education in Germany, The seamy side, Home and school, School and university, Scotland and Prussia, and Conclusions.

950. **Coles, C. E.** The land, the people, and the schools of South Africa. Quarterly journal of the University of North Dakota, 7 : 184-94, 351-65, January, July 1917.

The author was formerly missionary-superintendent of schools in South Africa.

951. **Davenport, Frederick M.** A day in educational happy-land. Outlook, 116 : 290-91, June 20, 1917.

Conditions in Gary, Indiana, described. Says that the Gary system has broken the lock-step in education.

952. **DeHovre, Fr.** German and English education; a comparative study. London, Constable & co., ltd., 1917. 108 p. 16°.

953. *L'école française du camp de G. . . .* Revue pédagogique, 70 : 405-10, April 1917.

Description of a school in a prison camp in Germany.

954. **Fairchild, Henry Pratt.** The literacy test and its making. Quarterly journal of economics, 31 : 447-60, May 1917.

955. The future of education. Nineteenth century, 81 : 1300-39, June 1917.

A symposium on the status of education in England, as follows: 1. A bird's-eye view of educational reform, by Cloudesley Brereton. 2. Education in our public schools, by C. E. Robinson. 3. Educational ideals—the way to peace, by Sir Philip Magnus.

Mr. Brereton says that a Copernican revolution is necessary in education. "We must make the child and not the subject the directing factor in our choice." He also discusses university education. Mr. Robinson presents the case for and against the classics. Sir Philip Magnus defines education and shows its ideals. All three writers discuss at length the views of the recently appointed president of the Board of Education, Mr. Fisher.

956. **Gould, Frederick J.** British education after the war; with preface by F. H. Hayward. London, Watts & co., 1917. xviii, 140 p. 8°.
957. **Hardy, Edward L.** The reorganization of our educational system. School and society, 5 : 728-32, June 23, 1917.
958. **Hering, D. W.** The modernized school curriculum. Education, 37 : 614-21, June 1917.
A criticism of the modern school as proposed by the General education board. The writer speaks of the scheme as "phillistinism in the saddle," and says its danger lies in the probability that "the teacher and the pupil may be so completely imbued with the utilitarian idea of education as to think nothing else worth while."
959. **Hill, David Spence.** Education for American democracy. School and society, 5 : 691-96, June 16, 1917.
Presidential address at the banquet of the Southern society for philosophy and psychology, Lynchburg, Va., April 12, 1917.
Reprinted.
960. **Ibarra, Agustín M. Fernández de.** Las escuelas publicas de la ciudad de Nueva York. Alrededor de la escuela, 8 : 98-105, May 1917.
961. Illinois school survey; a coöperative investigation of school conditions and school efficiency, initiated and conducted by the teachers of Illinois in the interest of all the children of all the people; L. D. Coffman, director. [n. p.] Pub. by order of the Illinois state teachers' association, 1917. 377 p. illus., diagrs. 8°.
962. **La jeunesse scolaire et la guerre, d'après un livre récent.** Revue universitaire, 26 : 350-56, May 1917.
Review of *La jeunesse scolaire de France et la guerre*, by Mme. Hollebecque.
963. **Moore, Ernest C.** Why we get on so slowly. Yale review, 6 : 823-37, July 1917.
Presents in dialogue form some reasons for the unsatisfactory progress of pupils in subjects of the school curriculum. Concludes that properly "education is just learning to do the things that one will have to keep on doing as long as he lives."
964. **Moulins, Amédée.** Questions d'après-guerre relatives aux collèges de garçons. Revue universitaire, 26 : 341-49, May 1917.
965. **Les projets de réformes scolaires en Allemagne.** Revue pédagogique, 70 : 498-517, May 1917.
Continued from September, 1916, number.
966. **Reform in Scottish education.** School world, 19 : 232-36, July 1917.
Report of the Scottish education reform committee. A review.
967. **Rockford, Ill. Board of education.** Rockford public schools, 1915-16. A review. Rockford, Ill., Board of education. 126 p. plates. 8°.
A survey containing information concerning the physical property, the curriculum, the teaching staff, the attendance, some measurable results in teaching, and other matters of interest concerning the public schools of Rockford, Ill.
968. **Sowers, J. I.** The schools and war. Teacher's journal, 16 : 970-75, June 1917.
Gives recommendations made by committee called by the governor of Indiana and the state superintendent of public instruction, to discuss and plan measures for adoption by the schools to meet war conditions.
969. **Wang, W. P.** The educational movement in China. Chinese student's monthly, 12 : 408-14, June 1917.
970. **Weithrecht, H. W.** Educational reform in Turkey. Moslem world, 7 : 265-72, July 1917.

971. **Wisconsin. Department of public instruction.** Education in Wisconsin, 1914-16. A two-year analysis of educational problems and progress in the state of Wisconsin. Madison, Wis., 1917. 149 p. 8°. C. P. Cary, state superintendent.

EDUCATIONAL THEORY AND PRACTICE.

972. **Baldwin, W. A.** Democracy versus efficiency as an aim in education. *Journal of education*, 85 : 621-23, June 7, 1917.
973. **Chabot, Charles.** L'effort et l'intérêt. *Revue pédagogique*, 70 : 262-81, March 1917.
A discussion of the part played by interest and effort in education based on reviews of four books: J. Wilbois, *Les nouvelles méthodes d'éducation*, *L'éducation de la volonté*; Georges Demeny, *L'éducation de l'effort*; John Dewey, *L'école et l'enfant*.
974. A lost ideal. Unpopular review, 8 : 64-75, July-September 1917.
Shows the importance for the present day of the educational scheme of the Renaissance, which imparted a wide acquaintance with human nature through tradition. The man who wishes to lead in the realm of the intellect will still find this old training absolutely necessary. Vocational education can not supply its equivalent.
975. **Myers, Garry C.** Humanizing education. *American education*, 20 : 588-90, June 1917.
Humanizing the curriculum in history, geography, civics, and the industrial arts.
976. **Norris, Orland O.** Evolutionary humanism in education. *American school-master*, 10 : 208-20, 241-52, May, June 1917.
977. **Peaks, Archibald G.** A renaissance in the science of education. *Pedagogical seminary*, 24 : 278-89, June 1917.
What ought to be done, what has been done, what can be done, and what must be done in education.
978. **Rapeer, Louis Win, ed.** Teaching elementary school subjects. New York, Chicago [etc.] C. Scribner's sons [1917] xv, 576 p. front., illus., plates, fold. tab., diags. 8°.

CHILD STUDY.

979. Brains and social status. *Journal of heredity*, 8 : 261-67, June 1917.
Children of professional and upper commercial classes found to be the most intelligent—possible reasons.
980. **Nice, Margaret Morse.** The speech development of a child from eighteen months to six years. *Pedagogical seminary*, 24 : 204-43, June 1917.
Bibliography: p. 243.
981. **Starns, Dudley H.** A study of the relation of the motion picture to the work and deportment of pupils in the school. *Kentucky high school quarterly*, 3 : 3-13, July 1917.
"The object of this paper is to present the findings of an investigation, extending over a brief period of 12 weeks, with reference to the correlation of picture show attendance and the work of children in school."
982. **Yerkes, Robert M.** How we may discover the children who need special care? *Mental hygiene*, 1 : 252-59, April 1917.
Address at annual conference of Massachusetts society for mental hygiene.
Describes briefly a method for the early and efficient discovery of individual needs of the children.

EDUCATIONAL TESTS AND MEASUREMENTS.

983. **Bell, J. Carleton and McCollum, D. F.** A study of the attainments of pupils in United States history. *Journal of educational psychology*, 8 : 257-74, May 1917.
 "Describes a series of tests, and gives the results of their application to three college classes, two normal schools, and five city school systems. Comparisons are made between boys and girls, and between high school, normal school, and college students."
984. **Bingham, W. V.** Mentality testing of college students. *Journal of applied psychology*, 1 : 38-45, March 1917.
 References: p. 44-46.
 Read before the American psychological association, New York, December 26, 1916.
 The demand for student testing, devising and evaluating tests, etc.
985. **Bureau of educational experiments, New York.** Department of social, physical and mental experiments. Psychological tests. A bibliography. Compiled by Helen Boardman. New York, Bureau of educational experiments, 1917. 75 p. 8°. (Bulletin No. 6)
 CONTENTS.—The Binet-Simon scale.—Mental tests other than the Binet-Simon scale.—Classified bibliography for vocational psychology.
986. **Fordyce, Charles.** Measuring the efficiency in reading. *Nebraska teacher*, 19 : 450-53, June 1917.
 Also in *Journal of the New York state teachers' association*, 4 : 166-70, June 1917, and *American education*, 20 : 591-95, June 1917.
987. **Garrison, S. C.** Yerkes's point scale for measuring mental ability as applied to normal adults. *School and society*, 5 : 747-50, June 23, 1917.
 A test made in the Spring of 1916 in the psychology department of George Peabody college for teachers.
988. **Horn, P. W.** Concerning school surveys in general. *Journal of education*, 85 : 685-88, June 21, 1917.
 Introduction to report on Portland survey.
989. **Houser, J. David.** An investigation of the writing vocabularies of representatives of an economic class. *Elementary school journal*, 17 : 708-18, June 1917.
 Material for study was furnished by letters written by California farmers to the department of agriculture of the University of California.
990. **Kelley, Truman Lee.** Thorndike's reading scale, alpha 2, adapted to individual testing. *Teachers college record*, 18 : 253-60, May 1917.
991. **Kemble, William Fretz.** Choosing employees by mental and physical tests. New York, The Engineering magazine company, 1917. 333 p. illus., ports., tabs., diags. 12°.
992. **Mateer, Florence.** Some criteria for the evaluation of mental tests and test series. *Mental hygiene*, 1 : 241-51, April 1917.
 Read before the Conference on feeble-mindedness of the Massachusetts society for mental hygiene, December 15, 1916.
993. **Meriam, J. L.** The control of educational progress through educational experimentation. *School and society*, 5 : 601-6, May 26, 1917.
 Paper presented before the National council of education, February 22, at Kansas City.
 Discusses laboratory experimentation and then outlines some problems for school experimentation.
994. **Mulhall, Edith F.** Tests of the memories of school children. *Journal of educational psychology*, 8 : 294-302, May 1917.
 "Tests were given to 638 elementary school children to determine their ability both to recall and to recognise words, geometrical forms, and nonsense syllables. A steady improvement is noted with age and grade, and the difference between the sexes is insignificant."

995. **Myers, Garry C.** Delayed recall in history. *Journal of educational psychology*, 8 : 275-83, May 1917.
 "One year after the completion of a high-school course in American history, fewer than half the associations with fifty leading names in American history were correctly made; one-fifth were made with partial correctness; one-seventh incorrectly; and one-sixth were not made at all. Wrong answers are analyzed, and delayed recall is suggested as a means of measuring relative values within curricula."
996. **Pechstein, L. A.** Best method of mastering a motor problem. *Elementary school journal*, 17 : 734-40, June 1917.
 For the basis of the test the maze was chosen and students from the introductory psychology classes were selected as subjects.
997. **Peters, Charles C.** The influence of speed drills upon the rate and the effectiveness of silent reading. *Journal of educational psychology*, 8 : 350-66, June 1917.
 "Experiments with 207 school children in grades III to VI show that it is possible to improve the rate in reading by more than 18 per cent., without injuriously affecting the quality. It is doubtful, however, whether the naturally slow reader can be developed into a rapid one without impairing his effectiveness."
998. **Pintner, Rudolf and Paterson, Donald G.** A scale of performance tests. New York, London, D. Appleton and company, 1917. 217 p. illus., tables, diags. 12°.
999. **Sackett, Leroy W.** A scale in ancient history. *Journal of educational psychology*, 8 : 284-93, May 1917.
 "The range of information in ancient history was studied and the difficulty of ancient history questions was scaled on the basis of over 900 papers from high school and college classes. The method of scaling is described in some detail, and directions are given for the use of the scale to measure the accomplishment of an individual or a class."
1000. **Sunne, Dagny.** A comparative study of white and negro children. *Journal of applied psychology*, 1 : 71-83, March 1917.
 An investigation of the white and negro children of a school in New Orleans by means of the Binet and the Yerkes point scales and other tests.
1001. ———. The relation of class standing to college tests. *Journal of educational psychology*, 8 : 193-211, April 1917.
 Presents the results of tests of freshmen and seniors in H. Sophie Newcomb memorial college, New Orleans.
1002. **Wallin, J. E. Wallace.** The individual tests in the Binet-Simon scale. *Psychological clinic*, 11 : 79-85, May 15, 1917.
 Reprinted.
1003. **Wells, Frederic Lyman.** Alternative methods for mental examiners. *Journal of applied psychology*, 1 : 134-43, June 1917.
1004. **Whipple, Guy M. and Curtis, Josephine N.** Preliminary investigation of skimming in reading. *Journal of educational psychology*, 8 : 333-49, June 1917.
 "A study of six university students showed wide individual differences in the rate and efficiency of skimming. Preferred rate in skimming is closely correlated with natural rate in ordinary reading. Practice in skimming might profitably be given in the public schools."
1005. **Yerkes, Robert M.** The Binet versus the point scale method of measuring intelligence. *Journal of applied psychology*, 1 : 111-22, June 1917.

SPECIAL METHODS OF INSTRUCTION.

1006. **Bureau of educational experiments, New York.** Experimental schools. New York, Bureau of educational experiments, 1917. illus. 8°. (Bulletin, nos. 3, 4, and 5.)
Contains: No. 3, Caroline Pratt: The play school, an experiment in education, p. 7-15; Lucile C. Deming: Children in the play school, p. 16-18; List of experimental schools, p. 19-20; References, p. 21-22; No. 4, Margaret Naumburg: A direct method of education, p. 7-11; Lucile C. Deming: The children's school, p. 12-14; Lucile C. Deming: Teachers' college playground, p. 15-21; Lucile C. Deming: The Gregory school, p. 22-31; No. 5, The Stony Ford school, p. 7-10; Lucile C. Deming: Stony Ford, a school community, p. 11-17; Mattie B. Bates: The home school, Sparkill, N. Y., p. 19-32; Lucile C. Deming: The home school, an open-air experiment, p. 22-26.
1007. **Lull, Herbert G.** The schoolroom technic of problem instruction in the grammar grades. School and society, 5 : 496-99, April 28, 1917.
1008. **Payne, E. George.** An experiment in motivation. Elementary school journal, 17 : 727-33, June 1917.
An experiment undertaken with boys selected from the Wyman school, St. Louis, Mo. The plan consisted of two parts: Visits to the factories of the city; and the study and discussion of the problems growing out of the visits. Gives an outline for the study of industries.
1009. **Schilling, H. K.** The value of translation. Modern language bulletin, 3 : 3-6, June 1917.
Discusses briefly the five principal arguments in favor of translation in modern language teaching.
1010. **Stiebel, Dorothy C.** The physical application of heuristic methods to the teaching of chemistry. Journal of education (London), 49 : 436-38, 474-75, July, August 1917.
Experiment was tried with middle-school classes in a large secondary school in England, the average age of the pupils being 14 to 15 years.
1011. **Wilson, H. B.** The problem attack in teaching. Elementary school journal, 17 : 749-55, June 1917.
Declares that an indispensable prerequisite to effective work is that the matter in hand shall be recognized and attacked as a problem. Suggests problems covering the work in United States history up to the opening of the national period.

SPECIAL SUBJECTS OF CURRICULUM.

1012. **Association of history teachers of the middle states and Maryland.** Proceedings of the meetings held in 1916 at New York and Baltimore. 62 p. 8°.
Contains: 1. What profit results from the study of history?—From the point of view of a recent graduate [by] J. H. Logan, p. 6-9; From the point of view of transportation [by] R. W. Barrett, p. 10-17; From the point of view of commerce [by] Lincoln Cromwell, p. 18-24; From the point of view of journalism [by] R. J. Davis, p. 25-28. 2. Osgood Hardy: A fuller recognition of Latin-America in history teaching, p. 29-34. 3. A. W. Wolfson: The teaching of current history, civics and economics, p. 39-47.
1013. ———. The teacher of history in the secondary school. Papers collated and issued by the Association of history teachers of the middle states and Maryland. 48 p. 8°.
Contains: 1. William Fairley: History teachers for secondary schools. The need and the inducement, p. 5-11. 2. Edgar Dawson: Preparation of the high-school teacher of history, p. 12-19. 3. F. L. Paxson: The certification of high school teachers of history, p. 20-26. 4. W. J. Chase: Report of Committee of the Mississippi Valley historical association on the certification of high-school teachers of history, p. 27-33. 5. H. W. Edwards: Preparation of the high-school history teacher, p. 33-48.

1014. **Music supervisors' national conference.** Journal of proceedings of the tenth annual meeting . . . held at Grand Rapids, Mich., March 19-23, 1917. 179 p. 8°. (Mrs. Ella M. Brownell, secretary, St. Johnsbury, Vt.)
Contains: 1. G. H. Wood: Problems and possibilities in the development of instrumental music, p. 62-66. 2. R. C. Sloane: Helping the school orchestra to be successful, p. 66-70. 3. The education of the music supervisor, p. 84-96. 4. R. H. Stetson: Standards, tests, and measurements in music teaching, p. 106-10. 5. F. A. Beach: The introduction of music into schools which at present have little or none, p. 131-37. 6. S. S. Myers: Some reasons why music should be taught in all public schools, p. 138-41.
1015. **Appleton, R. B.** The position of the classics in educational reconstruction after the war. *School world*, 19: 226-28, July 1917.
Conditions in England described. Advantages of the classics proclaimed.
1016. **Barbe, Waitman.** Literature, the teacher, and the teens. *English journal*, 6 : 261-71, June 1917.
Read before the West Virginia council of teachers of English, November 1916.
1017. **Claparède, Édouard.** At what age should the child learn to read? *Journal of education*, 86 : 89-90, July 26, 1917.
Translated by C. Thompson Jones. This article appeared originally in the June-July issue of *L'Intermédiaire des éducateurs*.
Gives the disadvantages of beginning the teaching of reading too soon.
1018. **Cody, Sherwin.** Organizing drill on fundamentals like a football game. *English journal*, 6 : 412-19, June 1917.
Organizing drill work on minimum essentials so that elementary school pupils will be able to pass the business ability tests.
1019. **Coulter, John M.** Biology as a practical science. *School science and mathematics*, 17: 495-502, June 1917.
Read before the Kansas state teachers' association, November 10, 1916.
1020. **Couvreur, A.** L'enseignement secondaire des jeunes filles et l'étude de l'antiquité. *Revue universitaire*, 26 : 4-11, June 1917.
Discusses the changes in the teaching of history necessitated by the proposed reform of secondary education.
1021. **Cox, Jonathan, and Terry, Paul W.** The Colonial hill school savings-bank plan. *Elementary school journal*, 17 : 741-48, June 1917.
Plan in vogue to encourage thrift in the Colonial hill school, Dallas, Texas.
1022. **Davies, Ethel.** Modern language teaching in German secondary schools. Oxford, Oxford university press, H. Milford, 1917. 36 p. 12°.
1023. **Drushel, J. Andrew.** A study of the amount of arithmetic at the command of high-school graduates who have had no arithmetic in their high-school course. *Elementary school journal*, 17 : 657-61, May 1917.
A statistical study of the relative value of two methods employed to determine the position of the point in the quotient when the divisor or both dividend and divisor contain decimal places. Data obtained from graduates of a four-year high-school course when they enter Harris teachers' college, St. Louis, Mo.
Says the Austrian method should replace the old method in all teaching of division of decimals.
1024. **Earhart, Will.** Music credits for outside study. Plan for accrediting. *School music*, 18 : 5-9, May-June 1917.
Gives a plan for crediting outside study in music under private instruction for students of voice, pianoforte, organ, and instruments of the symphonic orchestra.
1025. **Evans, Jessie C.** The modern point of view in the teaching of history. *American journal of nursing*, 17 : 952-57, July 1917.
Describes the newer methods of teaching history; course in the Philadelphia schools.

1026. **Herring, Bertha Forbes.** A special course in oral expression for high schools. Quarterly journal of public speaking, 3 : 140-52, April 1917.
1027. **Hofe, George D. von, jr.** History of the general science movement. General science quarterly, 1 : 200-6, May 1917.
Abstract of an address delivered at Teachers' college science round table.
1028. **Kelly, Howard C.** The Springfield plan. General science quarterly, 1 : 191-200, May 1917.
Gives an outline of the course in general science in the Springfield, Mass., high school.
1029. **Lester, John A.** Delimitation of the spelling problem. English journal, 6 : 402-11, June 1917.
Says that the spelling problem at present is threefold, first, to determine what words the student misspells, second, to determine how he goes about misspelling them, and third, to determine by what means he may be induced to spell them correctly.
1030. **Linn, James W.** Literature for beginners. New republic, 12 : 14-16, August 4, 1917.
1031. **Lodge, Henry Cabot.** The general value of classical studies. Princeton alumni weekly, 17 : 814-20, June 6, 1917.
An address before the Conference on classical studies in liberal education, held at Princeton university, June 2, 1917.
1032. **Luquiens, Frederick Bliss.** The teaching of Spanish from the Latin-American point of view. Modern language journal, 1 : 277-84, May 1917.
1033. **Marshall, John P.** A plan for examining outside music study in the high schools. School music, 18 : 9-13, May-June 1917.
A plan adopted and placed in operation by the city of Gloucester, Mass., in 1913. Gives the course of study for outside credit in applied music, and preparation required for the examination of piano students.
1034. **Massachusetts. Board of education.** General science. Teachers' manual. Upper two grades of elementary school and first year of high school. Prepared by a committee consisting of William Orr, chairman, Walter G. Whitman and Howard C. Kelly . . . Boston, Wright & Potter printing co., 1917. 50 p. 8°. (Massachusetts. Board of education. Bulletin, 1917, no. 2.)
1035. **Mayman, J. Edward.** Business and education. American teacher, 6 : 82-86, June 1917.
A criticism of the preliminary report of the Committee on commercial education of the New York Chamber of commerce.
1036. **Miessner, W. Otto.** The place of music in education. American school, 3 : 168-71, 206-209, June, July 1917.
1037. **Morehouse, Frances.** The teaching of history. What we aim to do. School and home education, 36:279-82, June 1917.
1038. **Newbolt, Sir Henry.** Poetry and education. English review, 24:484-500, June 1917.
1039. **Paget, Frances.** Technique in modern language teaching. Educational review, 54 : 14-25, June 1917.
The first requisite of a good technique is termed "mechanical preparedness." Writer says in every modern language class there should be a map of modern Europe, which should be referred to constantly, etc. Discusses the subject under the special headings of: Pronunciation, dictation, reading, conversation, exercise writing, composition, and unclassified points.

1040. **Perry, Frances M.** New standards in oratory. *Educational review*, 54 : 26-37, June 1917.
 Writer contends that it is the thinker rather than the finished orator who is in demand. He deprecates the fact that too little attention is given to voice-quality and manner in American homes and schools.
1041. **Phillips, Frank K.** The school paper. *Industrial-arts magazine*, 6 : 268-71, July 1917. illus.
 Discusses the equipment necessary, paper selection and type arrangement, organization of departments, etc.
1042. **Platt, Luther T.** What is the matter with high-school Latin? *Ohio teacher*, 37 : 433-34, June 1917.
 The character of the subject matter dealt with in high school Latin and the unpedagogical methods of teaching the language.
1043. **Says, W. C.** Standards in English. *Education*, 37 : 640-46, June 1917.
 Says that standards should be determined by the "psychological needs and aptitude of the child rather than by arbitrary adult philosophy." Summs up the standards for the successive periods of school life.
1044. **Shorey, Paul.** The assault on humanism. Boston, Atlantic monthly company [1917] 80 p. 8°. (Atlantic monographs.)
 Reprinted from Atlantic monthly, 119 : 793-801, 120 : 94-105, June, July 1917.
 A defense of classical education, chiefly against the attacks of Abraham Flexner.
1045. **Siple, Walter H.** The classicist or the utilitarian? *School and society*, 5 : 608-12, May 26, 1917.
 Gives a brief survey of the development of education from ancient times. Says that the danger at the present time lies in the fact that the utilitarian refuses to acknowledge the good in ancient classicism and the classicist ignores the fact that much of the old method will not serve modern needs.
1046. **Thomas, Charles Swain.** The teaching of English in the secondary school. Boston, New York [etc.] Houghton Mifflin company [1917] 365 p. 16°. "A selected bibliography": p. 346-350.
1047. **Thorndike, Edward L.** Reading as reasoning: a study of mistakes in paragraph reading. *Journal of educational psychology*, 8 : 323-32, June 1917.
 The aim of the article is "to show that reading is a very elaborate procedure, involving a weighing of each of many elements in a sentence, their organization in the proper relations one to another, the selection of certain of their connotations and the rejection of others, and the cooperation of many forces to determine final response."
1048. **Waldo, Dorothy.** English for Peter. *English journal*, 6 : 372-83, June 1917.
 The writer does not believe in putting our best efforts in English teaching on the fortunate child who takes the classical or college-preparatory course, but on the child in the commercial course, who needs help much more.
1049. **Webb, H. A.** A quantitative analysis of general science. *School science and mathematics*, 17 : 534-45, June 1917.
 Discussed under the following headings: (1) What is general science? (2) The purpose of general science text, (3) Subject matter of general science texts, and (4) Method of treatment in general science texts.
1050. **Winans, James A.** Public speaking 1 at Cornell university. *Quarterly journal of public speaking*, 3 : 153-62, April 1917.
 Gives a typical program of the work, week by week.

KINDERGARTEN AND PRIMARY SCHOOL.

1051. **Baker, Edna D.** What should a kindergarten child know when entering first grade? Kindergarten and first grade, 2 : 233-35, June 1917.
Standard of a kindergarten teacher.
1052. **Shiels, Albert.** The unique function of the kindergarten in the modern school. School and society, 6 : 160-65, August 11, 1917.
Read before the Kindergarten section of the National education association, Portland, July 1917.
1053. **Smith, H. Bompas.** A national system of nursery schools. An opportunity and a danger. Athenaeum, no. 4619 : 333-36, July 1917.
Suggests plans for a nursery school system in England.
1054. **Yee, (Grace) Kyuih Ing.** The kindergarten in China. Kindergarten and first grade, 2 : 252-56, June 1917.
The potential conception of the kindergarten in the past, its transition and rapid growth in the present decade, and its relationship to the future generation and its significance.

RURAL EDUCATION.

1055. **Chase, W. O.** Some suggestions for rural school improvement. Journal of education, 86 : 61-62, July 19, 1917.
1056. **Claxton, P. P.** What school improvement associations can do for the rural schools. Town, 2 : 4-6, May 5, 1917.
Abstract of an address before the Maryland state federation of women's clubs, April 25, 1917.
1057. **Cook, W. A.** Some principles that underlie the making of a daily program for the rural school. Colorado school journal, 32 : 15-19, June 1917.
1058. **Foght, Harold Waldstein.** The rural teacher and his work in community leadership, in school administration, and in mastery of the school subjects. New York, The Macmillan company, 1917. xii, 359 p. illus. 12°.
Written as a companion volume to the author's The American rural school, which was first published some five years ago.
1059. **Kirkpatrick, Marion G.** The rural school from within. Philadelphia and London, J. B. Lippincott company [1917] 303 p. front. 16°.
1060. **Myers, Garry C.** Some opportunities that come to country school masters. Education, 37 : 630-35, June 1917.
Writer says that one of the strongest needs of country folks is culture and refinement. Shows what the teacher can do for his pupils in inculcating good speech, love of art and music, etc.
1061. **Savage, Allan.** Obtaining concrete results in the rural high school. Progressive teacher, 23 : 34, 40, June 1917.
The vocational, cultural and social functions of the rural high school and how they may be accomplished.
1062. **Vogt, Paul L.** Introduction to rural sociology. New York, D. Appleton and company, 1917. 443 p. 8°.
Contains: Chapter 15, The school as a factor in rural life, p. 264-85. Chapter 16, Other rural educational agencies, p. 286-96. Chapter 17, The church and country life, p. 297-318. Chapter 18, The rural church—measures for improvement, p. 319-30.
1063. **Webb, J. C.** Rural consolidated schools super-excellent for elementary education. Educator-journal, 17 : 515-19, June 1917.

SECONDARY EDUCATION.

1064. **Fenwick, Arthur McM.** The modern high school. *Educational review*, 54 : 38-48, June 1917.

Details the methods of teaching and discipline of the Manual arts high school, Los Angeles, California; at present housed in four buildings, on a campus of 12 acres. The attendance is between 2,100 and 2,200 students, with a teaching staff of 100.

1065. **Fuess, Claude Moore.** An old New England school; a history of Phillips academy, Andover. Boston and New York, Houghton Mifflin company, 1917. 548 p. illus. 8°.

1066. **Gentleman, F. W.** The content of a mathematical course for the junior high school. *Mathematics teacher*, 9 : 209-18, June 1917.

Read at the Springfield meeting of the Association of teachers of mathematics in New England, March 3, 1917.

1067. A handbook of American private schools. An annual publication. 3d ed. 1917. Boston, Porter E. Sargent [1917] 664 p. 12°. (Sargent's handbook series)

Contains: 1. History of the private school, p. 31-39. 2. Chronological list of historic schools still existent, p. 40-42. 3. The early education of girls, p. 43-45. 4. Development of the summer camp, p. 46-51. 5. The new school movement, p. 57-58. 6. The year's advance in education, p. 59-63. 7. F. C. Woodman: Vocational guidance and the college preparatory school, p. 64-66. 8. College entrance requirements, p. 67-69. 9. A. O. Norton: Measuring educational results, p. 70-76. 10. R. M. Yerkes: Measuring intelligence, p. 77-83. 11. A selected classified reading list, p. 91-106. 12. Critical description of schools and summer camps, p. 109-206. 13. Comparative tables, p. 299-433. 14. Educational directories, p. 467-664.

1068. **Hines, H. C.** Duties, powers, and preparation of the high-school principal in Iowa. *American school board journal*, 55 : 18, 70, August 1917.

1069. **Johnson, Franklin W.** Administrative aspects of the high school of tomorrow. *Education*, 37 : 605-13, June 1917.

Writer says that the high school of the future will not compel its pupils to continue through "rigidly defined curricula including fixed amounts of the formal subjects which tradition has handed down as necessary to maintain a proper standard of attainment for graduation. From the widely expanded offerings of the program of studies pupils will pursue groups of studies bearing an obvious relation to each other and to the ultimate good of the individual pupil."

1070. **Jones, O. J.** The junior high school. *Kentucky high school quarterly*, 3 : 23-55, July 1917.

Bibliography: p. 47-55.

In discussing the subject the writer takes up first, the history of the junior high school movement, and its causes, then the advantages and the disadvantages, and finally a study of the junior high school as applied to small cities and towns with suggested courses of study.

1071. **Koos, Leonard V.** The administration of secondary-school units. Chicago, Ill., The University of Chicago press, 1917. 194 p. 8°. (Supplementary educational monographs pub. in conjunction with the *School review* and the *Elementary school journal*. vol. 1, no. 3; whole no. 3, July 1917.)

This work presents, largely from the point of view of the educational administrator, the results of an investigation into the status of the teaching of almost all subjects appearing in the secondary-school programs of study. It constitutes a digest and interpretation of facts gathered for the use of the Committee on reorganization of the secondary school and the definition of the unit of the North central association of colleges and secondary schools.

1072. **Landsittel, F. C.** The introduction of modern subjects in English secondary schools and the development of modern sides. *School and society*, 5 : 758-64, June 30, 1917.

1073. **Newlon, Jesse H.** The need of a scientific curriculum policy for junior and senior high schools. *Educational administration and supervision*, 3 : 253-68, May 1917.

Read before the High school principals round table of the Kansas state teachers' association, November 11, 1916.

1074. **Nutting, H. C.** The peril of "bookish" education. *Journal of education*, 86 : 31-32, July 12, 1917.

In conclusion, the writer says that "the 'best educators' who are leading the ill-advised assault upon education of the academic type are taking upon themselves a grave responsibility."

1075. **Le projet de loi sur l'éducation des adolescents.** *Revue pédagogique*, 70 : 378-404, April 1917.

1076. **Stacy, Chester B.** The junior high-school movement in Massachusetts. *Educational administration and supervision*, 3 : 343-50, June 1917.

In part from the eightieth annual report of the Massachusetts state board of education, 1915-16.

1077. ———. Tentative standards for junior high-school administration. *American school board journal*, 55 : 19-20, August 1917.

1078. **Study, H. P.** Preliminary steps in organizing a junior high school. *Educational administration and supervision*, 3 : 339-42, June 1917.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1079. **Alexander, Carter.** Costs of instruction in normal schools of the South and of Missouri. *Elementary school journal*, 17 : 650-56, May 1917.

An attempt to show conditions in 15 state normal schools in the southern states and in Missouri.

1080. **Aspinwall, William B.** Qualifications for normal school training and the teaching profession. *Education*, 37 : 636-39, June 1917.

1081. **Benítez, Francisco.** The social and economic status of our teachers. *Philippine review*, 2 : 80-85, April 1917.

Writer is director of the School of education, University of the Philippines.

The study is based upon the answers received to a questionnaire from 348 teachers in attendance at the Filipino Teachers' assembly in Manila, May 1916.

1082. **Bird, Grace E.** Teachers' estimates of supervisors. *School and society*, 5 : 717-20, June 16, 1917.

From the laboratory of experimental education of Brown university.

"The aim of this experiment was to discover some of the qualities of supervisors most appreciated by teachers."

1083. **Hall-Quest, Alfred L.** Address, tact, and sympathy. *Virginia journal of education*, 10 : 468-73, June 1917.

Considers three vital social qualities in the personality of a teacher, address, tact, and sympathy.

1084. **McNaught, Margaret S.** The enfranchised woman teacher: her opportunity. *School and society*, 6 : 155-60, August 11, 1917.

Also in *Journal of education*, 86 : 143-46, August 9, 1917.

Read before the Department of elementary education of the National education association, Portland, July 1917.

1085. **New York (State) University.** The equipment of the modern foreign language teacher. Albany, The University of the state of New York, 1917. 51 p. 12°. (Bulletin no. 628, December 1, 1916.)

1086. **Phelps, C. L.** Training of rural teachers. *Elementary school journal*, 17 : 662-67, May 1917.

Criticizes the conclusions of Harold W. Foght as expressed in Bulletin no. 49, 1914, of the U. S. Bureau of education on the "Efficiency and preparation of rural school teachers."

1087. **Pollock, Rebecca.** The ideal high school teacher of English. Her preparation and her personality. West Virginia school journal and educator, 46 : 114-15, 131-32, July-August 1917.
Read before the Council of English teachers at the West Virginia education association.
1088. **Ruediger, William Carl.** The after-training of teachers. American school board journal, 54 : 21-22, June 1917.
Address before "Pennsylvania schoolmen's week," University of Pennsylvania, April 12, 1917.
1089. **Seerley, Homer H.** The preparation of the teacher for the new age. Southern school journal, 28 : 27-29, July 1917.
From the Practical school journal.
1090. **Sexson, John A.** Colorado's needs in teacher training in the high school. Colorado school journal, 32 : 7-10, June 1917.
Says that Colorado has three distinct needs in teacher training, (1) A comprehension, by teacher training agencies, of the scope and nature of secondary education, (2) A reorganization of the courses of teacher-training institutions to a point where any student may not meet all their requirements in a frenzied six weeks at the close of his college course, and (3) A more sympathetic attitude on the part of superintendents and high-school principals toward these college students who yearly enter our high schools.
1091. **Shiels, Albert.** The problem of rating professional service from the viewpoint of teacher and supervisor. Sierra educational news, 13 : 210-13, May 1917
1092. **Talbert, Lillian.** Sabbatical year. Western journal of education, 23 : 8-10, June 1917.
Gives reports from various cities showing the value of sabbatical leave for teachers in the public schools.
1093. **Wilson, R. H.** The Oklahoma plan in teacher training for rural schools. American school, 3 : 144, 156, May 1917.
Also in American school board journal, 54 : 40, June 1917.

HIGHER EDUCATION.

1094. **American association of university professors.** Report of the committee of inquiry concerning charges of violation of academic freedom, involving the dismissal of the president and three members of the faculty, at the University of Montana. Boston, Pub. by the Association, 1917. 52 p. 8°. (*Its Bulletin*, vol. 3, no. 5, pt. 2, May 1917)
1095. ———. Report on College of Wooster. Boston, Pub. by the Association, 1917. 150 p. 8°. (*Its Bulletin*, vol. 3, no. 5, pt. 1, May 1917)
1096. **Association of American universities.** Journal of proceedings and addresses of the eighteenth annual conference, held at Clark university, November 10 and 11, 1916. Pub. by the Association [1917] 99 p. 8°. Contains: 1. G. S. Hall: How can universities be so organized as to stimulate more work for advancement of science, p. 25-33; Discussion, p. 38-55. 2. Military training in universities and colleges [by] A. T. Hadley, p. 55-57; [by] David Kinley, p. 57-60; Discussion, p. 60-65. 3. The correlation of work for higher degrees in the graduate school and in the professional schools [by] W. H. Howell, p. 77-84; [by] Ernst Freund, p. 86-92; Discussion, p. 92-99.
1097. **National society for the study of education.** The sixteenth yearbook. Part II. The efficiency of college students as conditioned by age at entrance and size of high school. By Benjamin Floyd Pittenger. Bloomington, Ill., Public school publishing company 1917. 112 p. 8°.

1098. **Angell, James R.** Problems peculiar to the junior college. School review, 25 : 385-97, June 1917.
Presents three types of the junior college as follows: (1) The junior college built upon high-school foundations; (2) the junior college standing alone on private or sectarian foundations as an independent organization; (3) the junior college as a differentiated part of the modern university. Discusses the problems of each type of institution.
1099. **Becker, Carl L.** On being a professor. Unpopular review, 7 : 342-61, April-June 1917.
Deals with the college professor and his work, and includes observations on various features of current higher education.
1100. **Colorado college, Colorado Springs, Colo.** Report on college and university administration. Part I. Does the faculty participate in the administration of the American college? Colorado Springs, Colo., 1917. 271-308 p. 8°. (Colorado college publication. General ser. no. 94, Social science ser., vol. 2, no. 14, June 1917.)
1101. **Dearborn, George Van N.** Hectic hurry and the undergraduate. Journal of education, 86 : 5-6, July 1917.
Deplores the hurrying restlessness which dominates college life to-day and advocates more leisure, more time for students to commune with themselves.
1102. **Gillette, John Morris.** The university in the service of society. Quarterly journal of the University of North Dakota, 7 : 323-38, July 1917.
Given as the annual university address at the University of North Dakota, June 15, 1915.
1103. **Heffney, W. C.** Does the college and university graduate occupy the position in practical life that he ought to? Business educator, 22 : 28-29, 27, June 1917.
A group of successful business men were asked whether the college graduate or the business school graduate was preferred in business life. With practical unanimity they declared that the graduate of a commercial, or business school produces better results and is preferred to the college graduate. Discusses the causes of this deficiency in colleges and universities.
1104. **Hines, H. C.** Foreign languages and mathematics as requirements for admission to and graduation from American colleges and universities. Educator-journal, 17 : 635-38, August 1917.
1105. **Logan, Laura R.** Educational obligations. American journal of nursing, 17 : 905-12, July 1917.
Cooperation between university and the hospital.
1106. **McCrea, Nelson G.** Lessons to be learned from the results of the college entrance examinations in Latin. Classical journal, 12 : 575-84, June 1917.
Paper read at the 12th annual meeting of the Classical association of New England, March 31, 1917.
1107. **Meyerhardt, M. W.** University reform in Germany. Pedagogical seminary, 24 : 149-79, June 1917.
Bibliography: p. 178-79.
1108. **Nevins, Allan.** Illinois. New York, London, [etc.] Oxford university press, 1917. 378 p. front., plates. 16°. (American college and university series)
1109. **Penrose, Stephen B. L.** A new requirement for college graduation. Educational review, 54 : 49-53, June 1917.
Method of examinations adopted by Whitman college, Walla Walla, Washington, being an approximation to the Oxford system so far as compatible with American conditions. "As at Oxford the final examination is set by the university, not by the college, so here the examination is set by representatives of the entire faculty instead of by the instructor alone."

1110. **The relation of American colleges and universities to the national government.** Engineering education, 7 : 591-609, June 1917.
Addresses by Newton D. Baker, P. P. Claxton, Henry E. Crampton, Guy Potter Benton, and others before the Conference of college presidents called by the advisory commission of the Council of national defense, held at Washington, D. C., May 5, 1917.
1111. **Spring, Leverett Wilson.** A history of Williams college. Boston and New York, Houghton Mifflin company, 1917. 341 p. front. (port.) plates. 12°.
1112. **Thomson, Francis A.** College and university surveys. School and society, 5 : 721-28, June 23, 1917.
Discusses first the surveys of single institutions and secondly surveys of the state systems of higher education.
1113. **Young, Stark.** A Texas pogrom. New republic, 12 : 45-47, August 11, 1917.
Difficulties in the faculty of the University of Texas commented on.

SCHOOL ADMINISTRATION.

1114. **Alexander, Carter.** Standards for superintendents and supervisors. High school quarterly, 5 : 235-39, July 1917.
Abstract of an address delivered at the Southern educational association, Macon, Georgia, March 19, 1917.
1115. **Brown, E. M.** The standardization of school supplies. American school board journal, 55 : 27-28, July 1917.
Read before the sixth annual convention of the National association of school accounting officers, May 15, 1917.
The St. Louis plan of standardizing school supplies.
1116. **Christensen, D. H.** School board organization and service. American school board journal, 54 : 29, 81-83, June 1917.
Extracts from a report recently made by D. H. Christensen, "who dissects the chief features of the law controlling the organization of the school board of Salt Lake City, and who draws from them some generally valuable conclusions."
1117. **Giles, J. T.** The effect upon the first six grades of the junior-senior high school reorganization. Educational administration and supervision, 3 : 269-74, May 1917.
"Principals and teachers agree that the problem of administration of the school, so far as discipline, supervision, elimination, and curriculum are concerned, is much simplified where the seventh and eighth grades are not present."
1118. **Hall, J. O.** Distribution of expense, by grades and subjects, in the grade schools of Hutchinson, Kansas. Elementary school journal, 17 : 668-73, May 1917.
1119. **Kelso, C. C.** Relations of superintendent, supervisor and teacher. Pennsylvania school journal, 65 : 555-57, June 1917.
1120. **Levine, Albert J.** Better schools thru scientific management. Educational foundations, 28 : 535-40, 593-96; 29 : 20-23, May, June, September 1917.
1121. **Palmer, A. Emerson.** New York's education law revised. American review of reviews, 56 : 78, July 1917.
A brief but good résumé of the new education law of New York State, which was signed by Governor Whitman, on June 8.
1122. **Shapleigh, F. E.** Educational research versus war-time efficiency. American school board journal, 55 : 19-20, July 1917.
The functions and possibilities of a department of educational research in every city school system.

1123. **Straubenmuller, Gustave.** Supervision of the schools. School, 28 : 407, June 7, 1917.
The methods recommended by Acting city superintendent Straubenmuller in an address before the New York City high school teachers' association.

1124. The supervisor and his boys. Education, 37 : 647-50, June 1917.

SCHOOL MANAGEMENT.

1125. **Allen, I. M.** Experiments in supervised study. School review, 25 : 398-411, June 1917.

Discusses the mechanics and dynamics of supervised study; and presents an outline of the laboratory-recitation plan of supervised study now in vogue in the Springfield high school, Illinois. Writer summarizes the experiments with supervised-study schedules, as follows: (1) The mechanics of supervised study consist in securing a regular time and place for study and a concentration upon study during the school day. (2) The dynamics of supervised study refers to the mastery of the technique of study or to the art of how to study. Regarding the latter the writer does not believe that "so-called supervised study" is synonymous with effective study.

1126. **Bennett, Henry Eastman.** School efficiency. A manual of modern school management. Boston, New York [etc.] Ginn and company [1917] 374 p. 12°.

1127. **Coffman, Lotus D.** Methods used in the determination of minimum essentials. Teachers college record, 18 : 243-52, May 1917.

Tells of nine methods that have been used in determining minimum essentials, showing their limitations.

1128. **Deffenbaugh, W. S.** Teaching I have observed. Kansas teacher, 5 : 5-6, July-August 1917.

Also in West Virginia school journal and educator, 46: 70-71, June 1917.

The mechanics of class management, assignment of lessons, supplementing and illustrating the text, questioning by children, methods of reviewing, organization of material, and drill lessons.

1129. **Gal, Jules.** De zero à vingt. Revue pédagogique, 70 : 445-52, May 1917.

A discussion of the method of marking examination papers.

1130. **Heck, W. H.** A study of school recesses. American school board journal, 55 : 28-29, 69-70, August 1917; 20-21, 82, September 1917.

1131. **Hetherington, Clark W.** Curve of distribution of activities in the curriculum. American physical education review, 22 : 257-72, May 1917.

A paper read before the American school hygiene association, San Francisco, July 1914.

1132. **Jackson, Nelson A.** Grading papers in geometry. School science and mathematics, 17 : 483-87, June 1917.

Shows the variability of marks in grading geometry papers and gives nine standards as guides in grading papers.

1133. **James, Benjamin B.** Underlying principles of assigning grades. School and society, 5 : 739-41, June 23, 1917.

Discusses the bases on which we should determine the value of a student's work, first, where the writers of the papers are unknown to the examiners, and second, where the writers are known and the progress of the student has been watched during the term.

1134. **Kieffer, F.** L'autorité dans la famille et à l'école. Paris, G. Beauchesne, 1917. 489 p. 16°.

1135. **Roberts, J. E.** A working scheme of promotional efficiency. Elementary school journal, 17 : 719-26, June 1917.

An experiment tried in the schools of Fond du Lac, Wisconsin; the promotion of pupils by subjects instead of by groups.

1136. **Schwiering, O. C.** The aims and dangers of supervised study. Wyoming school journal, 13 : 261-66, May-June 1917.
1137. **Statson, Paul C.** A survey of supervised study. American school board journal, 54 : 19-20, 85-86, June 1917.
1138. **Weld, Le Roy D.** A standard of interpretation of numerical grades. School review, 25 : 412-21, June 1917.
Discusses the problem of establishing a method whereby grades assigned by one teacher can be intelligently compared with those assigned by another, and all brought to a common standard. The grade lists used were obtained from college records and from the records of the public schools of Cedar Rapids, Iowa.
1139. **Wust, E.** Ce que doit être une classe. Revue pédagogique, 70 : 294-311, March 1917.
Emphasizes the influence that environment plays in the life of a school child, and points out means by which the class spirit may be made beneficial.

SCHOOL ARCHITECTURE.

1140. **Ayers, May.** A century of progress in schoolhouse construction. American school board journal, 54 : 23-25, 86-87, June 1917; 55 : 25-26, 44-45, July 1917; 24-25, 69, August 1917; 25-27, 81, September 1917. illus.
"An important article on the history of school architecture in the United States."
1141. **Kinkade, Arthur.** Miscellaneous repairs and replacements. American school board journal, 55 : 23-24, 85, July 1917.
Read at the sixth annual convention of the National association of school accounting officers, May 15, 1917.
Discusses specifically school seats, blackboards, boilers, school grounds, etc.
1142. **Rapeer, Louis W.** Sanitary architecture for the rural school. Educator-journal, 17 : 573-80, July 1917.
The rural class room, the rural school site, etc.
1143. **Rose, Henry B.** The care of school buildings, including janitorial services and wages, and economy in use of fuel, light, and water. American school board journal, 55 : 21-23, 67-69, August 1917.
Address delivered before the National association of school accounting officers, Pittsburgh, Pa., May 15, 1917.
1144. **Talbert, Wilford E., ed.** The school custodian, his duties and responsibilities. Being abstracts of lectures given at the Common school assembly hall, Oakland, Cal., March 26 to May 4, 1917. Prepared and edited on request of the Board of education. June 1917. 44 p. 8°. (Oakland, Cal. Department of public instruction. Board of education bulletin, no. 8, June 1917)
1145. **Todd, John B.** The schoolroom in relation to child welfare. Child (London) 7 : 514-20, July 1917.
School hygiene in the United States. Illustrated. Air conditions; types of school buildings, etc.

WEATHER: MENTAL AND PHYSIOLOGICAL EFFECTS.

1146. **Stecher, Lorle Ida.** The effect of humidity on nervousness and on general efficiency. New York, The Science press, 1916. 94 p. 8°. (Archives of psychology, ed. by R. S. Woodworth; no. 38, December 1916. Columbia university contributions to philosophy and psychology, vol. 25, no. 3)

SEX HYGIENE.

1147. **Brown, Louise F.** The responsibility of the dean of women for sex instruction. Social hygiene, 3 : 372-77, July 1917.

1148. **Cady, Bertha C.** The normal schools and colleges and the problem of sex education. *Social hygiene*, 3 : 367-72, July 1917.

PHYSICAL TRAINING.

1149. **Bolton, Richard L.** National welfare through the school child. *Child* (London) 7 : 521-29, July 1917.
Results of physical training; physical defects in school children; the law of mental defectives discussed.
1150. **Martin, G. H.** Personal qualifications and training of the physical director. *Physical training*, 14 : 361-66, June 1917.
The subject is discussed under four headings (1) qualifications, (2) heredity and early environment, (3) general and vocational education, and (4) supplementary training.
1151. **Reilly, Frederick J.** New rational athletics for boys and girls. Boston, New York [etc.] D. C. Heath & co., [1917] 139 p. illus. 24°.
1152. **Roper, R. E.** Physical education in relation to school life: a statement of present conditions and future needs. London, George Allen & Unwin, Ltd., 1917. 116 p. illus. 16°.
1153. **Wilson, Earle E.** Testing the athletic ability of elementary school boys. *American physical education review*, 22 : 284-92, May 1917.

PLAY AND PLAYGROUNDS.

1154. **Pike, M. Esther.** Play festivals, including play day programs and flag drills. University, N. Dak., The University, 1917. [16] p. 12°. (University of North Dakota. Departmental bulletins, vol. 2, no. 8, April 1917)
1155. A real playground for every school. *School education*, 36 : 17-20, June 1917. illus.
The laying out of the grounds, choice of apparatus, supervision of play and games for schools and vacation time.
1156. The recreation movement in war times. *Playground*, 11 : 137-51, June 1917.
Bulletins sent out from the office of the Playground and recreation association of America.
1157. **U. S. Children's bureau.** Facilities for children's play in the District of Columbia. Washington, Government printing office, 1917. 72 p. plans, fold. map. 8°. (U. S. Department of labor. Children's bureau. Miscellaneous series no. 8. Bureau publication no. 22)

SOCIAL ASPECTS OF EDUCATION.

1158. **Bowen, George Oscar.** The influence on the community of music in the high school. *Journal of the New York state teachers' association*, 4 : 181-85, June 1917.
1159. **Brady, Elizabeth P.** A government community school. *Southern workman*, 46 : 431-38, August 1917.
Describes the work of the government school at Sitka, Alaska. Industrial education, community center work, etc.
1160. **Claxton, Philander P.** Children's leisure hours. *Child-welfare magazine*, 11 : 309-15, July 1917.
Advocates gardening for children in their hours of leisure.
1161. **Davis, George B.** Acquainting the schools with local industries. *Manual training magazine*, 18 : 405-8, June 1917.

"A novel plan worked out in San Antonio, Texas, for bringing vividly before the young people of the community the opportunities for employment afforded by the local industries as well as for developing an interest in the industries as a factor in the life of the city and the state."

1162. **Dewey, John.** The need for social psychology. *Psychological review*, 24 : 266-77, July 1917.
Gives a résumé of the history of social psychology during the past 25 years. Address before the American psychological association, December 28, 1916.
1163. **Masters, J. G.** High-school fraternities. *School review*, 25 : 422-32, June 1917.
Reaches the following conclusions as regards high-school fraternity students' marks as compared with the standing of non-fraternity students:
"1. That fraternities discourage scholarship and retard their members in their progress through the Oklahoma city high school.
"2. The disparity in scholarship between fraternity and other groups in the same high school is so great as to be a cause of concern to parents and school authorities.
"3. Literary and debating clubs encourage scholarship."
1164. **Ritchie, Frank H. T.** Building a community through its resident forces. *American city*, 17 : 42-50, July 1917.
Based on reports furnished by the Medina (N. Y.) Young men's Christian association.
1165. **Smith, Walter Robinson.** The foundations of educational sociology. *American journal of sociology*, 22 : 761-78, May 1917.
1166. **Social life of young people.** *Religious education*, 12 : 205-22, June 1917.
Report of the Commission on the church and the social relations of young people, presented at the annual convention of the Religious education association, Boston, February 28, 1917.
1167. **Stormsand, Martin J.** Socializing high school instruction. *Wisconsin journal of education*, 49 : 159-64, June 1917.
Modifying language teaching, socializing practical arts, increasing science work, revising history methods, etc.
1168. **Taylor, J. Madison.** Vacation camps for all boys. *School and society*, 5 : 680-83, June 9, 1917.
A plan for making vacation camps for all boys part of regular public-school education.
1169. **What may sociologists do toward solving the problems of the present war situation?** A symposium. *American journal of sociology*, 23 : 1-66, July 1917.
Contains references to educational readjustments, by I. W. Howerth, p. 19; E. R. Groves, p. 28; M. G. Weatherly, p. 33-34; F. R. Clow, p. 43; and M. C. Elmer, p. 54.

CHILD WELFARE.

1170. **Lane, Winthrop D.** Making the war safe for childhood. *Survey*, 38 : 381-91, August 4, 1917.
Treats of the conservation of children, schooling and child labor, boys and the farm, etc.

MORAL EDUCATION.

1171. **Beery, Ray C.** Practical child training, Book IV. Easy lessons for teaching morality. Pleasant Hill, Ohio, International academy of discipline [1917] 249 p. 12°
1172. **Giles, F. M.** Adolescent moral delinquency and the attainment of social values. *School review*, 25 : 433-43, June 1917.
Gives interesting graphs and statistical charts, also bibliography. Writer says that the statistics of social hygiene and dissipation show either the low ideals prevailing, or extreme lack of control among the young manhood of the nation.
1173. **Mackenzie, J. S.** Civic and moral education. *International journal of ethics*, 27 : 446-63, July 1917.
A lecture delivered at the University of Sheffield.

1174. **Piffault, A.** La leçon de morale aux jeunes enfants. *Revue pédagogique*, 70 : 282-93, March 1917.
An attempt to give some simple rules for young teachers to make elementary moral education easier.
1175. **Sharp, Frank Chapman.** Education for character; moral training in the school and home. Indianapolis, The Bobbs-Merrill company [1917] 453 p. 12°. (Childhood and youth series)
Bibliography: p. [425]-442.
1176. **Winter, John E.** The moral ideal in education. *American schoolmaster*, 10 : 193-207, May 1917.

RELIGIOUS EDUCATION.

1177. **Dillon, John A.** Parochial schools and compulsory education. *McEvoy magazine*, 9 : 351-54, June 1917.
Address delivered at the sixth annual convention of the National league of compulsory education officials, Newark, N. J., October 9-11, 1916.
1178. **Holliday, Carl.** A return to God in education. A pedagogical lesson from the war. *School and society*, 5 : 764-68, June 30, 1917.
In conclusion the writer says that "the development of mere intellect has failed. Our educational theory has developed a fatal weakness: in the moment of our greatest confidence in it, it has broken down and the primitive instincts and practices of savages have gained the supremacy." What the American and European educational system needs is a development of the moral emotions, an education of the soul.
1179. Ideals in religious education. Ideals and methods of religious education for the coming world order. *Religious education*, 12 : 181-95, June 1917.
Symposium by the members of the Council of religious education.
1180. **Paquet, Louis-Adolphe.** Droit public de l'église. L'église et l'éducation à la lumière de l'histoire et des principes Chrétiens. 2. éd. Québec, Impr. L'Assommoir, 1916. 359 p. 12°.
1181. **Rice, Edwin Wilbur.** The Sunday-school movement, 1780-1917, and the American Sunday-school union, 1817-1917. Philadelphia, American Sunday-school union, 1917. 501 p. plates, ports. 12°.
1182. **Tallman, Lavinia.** New types of class teaching. *Religious education*, 12 : 271-80, August 1917.
Discusses the project type of teaching in religious education.
1183. **Wood, Clarence Ashton.** Week-day religious instruction. *Religious education*, 12 : 259-64, August 1917.
Recent developments in the correlation of Bible study with the work of the public schools: a survey of progress.

MANUAL AND VOCATIONAL TRAINING.

1184. **National society for the promotion of industrial education.** Proceedings, tenth annual meeting, Indianapolis, February 22-24, 1917. New York city, National society for the study of industrial education, 1917. 311 p. 8°. (Bulletin no. 24) (Alvin E. Dodd, secretary, 140 West 42d street, New York city)
Contains: 1. W. F. Book: Need for the Indiana surveys, p. 23-30. 2. C. A. Prosser: Trade and educational agreements, p. 34-39. 3. Lucinda W. Prince: Department store analysis and day, part-time and evening training courses in salesmanship, p. 40-44. 4. Adelaide S. Taylor: Trade and industrial work for girls and women, p. 45-48. 5. W. E. Stone: Educational provisions for preparing boys and girls to enter the industries, p. 49-54. 6. M. H. Stuart: Educational provisions to improve the status of those already in the industry, p. 55-58. 7. W. A. Hacker: Compulsory attendance, the permit worker, and the general continuation schools, p. 59-62. 8. Frank

Duffy: Vocational education and a reconstructed apprenticeship, p. 63-67. 9. George Hayes: Vocational education and the negro, p. 71-74. 10. Ten years of vocational education—a look at the past and toward the future. Addresses, p. 75-85. 11. David Snedden: Some constructive suggestions for the vocational education of young people from fourteen to seventeen years of age, p. 87-97; Discussion, p. 98-104. 12. R. O. Small: Is it possible to give trade preparatory work in the part-time school? p. 109-17. 13. L. H. Carris: The significance of a state-wide continuation-school law, p. 118-20. 14. H. W. Kavel: What organization and arrangements are necessary for the establishment of evening trade-extension courses? p. 121-27. 15. C. R. Allen: Some fundamental factors in industrial training, p. 129-35. 16. I. P. O'Leary: Efficiency factors in trade instruction, p. 136-39. 17. Cleo Murland: Types of organization for training teachers, p. 140-4f. 18. Henrietta Roelofs: The problem of a trained service in the household, p. 149-52. 19. J. C. Wright: Prevocational work and the productive shop, p. 161-69. 20. J. C. Brodhead: The academic course in prevocational schools, p. 170-73. 21. W. J. Bogan: Prevocational schools vs. continuation schools and junior high schools, p. 174-78. 22. F. V. Thompson: The senior high school: its functions and organization, 179-87. 23. W. A. Wetzel: The junior high school and prevocational education, p. 188-91. 24. J. A. Lapp: In the light of Indiana's experience, how shall a state legislate for vocational education? p. 192-200. 25. Florence E. Leadbetter: What the all-day trade schools can do to prepare women and girls, p. 203-5. 26. Theodora E. Miller: What the all-day vocational household arts schools can do to prepare women and girls, p. 206-8. 27. Eva W. White: What the evening schools can do by means of trade-extension courses, p. 209-12. 28. Helen R. Hildreth: What the evening schools can do by means of vocational household arts classes, p. 213-15. 29. Mary E. Parker: How the women of a community, especially teachers and club women, can help further this work, p. 216-20. 30. Proceedings of the Employment managers' conference, p. 226-91.

1185. ———. What is the Smith-Hughes bill providing federal grants to vocational education? and What must a state do to take advantage of the federal vocational education law? New York City, National society for the promotion of industrial education, 1917. 48 p. 8°. (*Its Bulletin*, no. 25)

1186. Bennett, Charles A. The manual arts. Peoria, Ill., The Manual arts press [1917] 116 p. 12°.

CONTENTS.—1. Which of the manual arts shall be taught in the schools?—2. The place of the manual arts in education.—3. The development of appreciation.—4. Vocational training: to what extent justifiable in public schools.—5. The selection and organization of subject matter in the manual arts.—6. The group method of organizing subject-matter in the manual arts with reference to teaching.—7. The use of the factory system in teaching the manual arts.—8. Three typical methods of teaching the manual arts.

1187. Bryner, Edna. Timeliness and vocational education. *Industrial-arts magazine*, 6 : 303-6, August 1917.

Speaks of the absurdity of teaching the intricacies of child care and household management to girls of 14, and says that first of all a timely training to fit girls for wage-earning occupations should be provided. It should be possible for girls to receive adequate training for household management at the age at which they may need it.

1188. Clauser, Milton. The standardization of manual training. *Industrial-arts magazine*, 6 : 314-18, August 1917.

1189. Coffin, A. C. Some aspects of vocational education. *Child-study* (London) 10 : 37-43, June 1917.

Presents the value of vocational education, and gives some notes on the progress of such education in France, Germany, and the United States.

1190. Dobbs, Ella Victoria. Illustrative handwork for elementary school subjects. A desk manual for classroom teachers. New York, The Macmillan company, 1917. 223 p. front., illus. 16°.

1191. Harvey, L. D. Vocational training. *American school*, 3 : 139-40, 147, 156, May 1917.

"The head of Stout Institute points out the distinction and the relations between manual training, for which his school has a wide reputation, and the newer vocational training, often connected more or less closely with manual training."

1192. Holmes, Arthur. The dollar value of education. *Indiana instructor*, 1 : 29-35, June 1917.

1193. **Hughes, Dudley M.** Vocational education. High school quarterly, 5 : 226-31, July 1917.
The need for vocational courses and what the Smith-Hughes vocational act provides.
1194. **Kandel, I. L.** Federal aid for vocational education. A report to the Carnegie foundation for the advancement of teaching. New York City, 1917. 127 p. 8°. (Carnegie foundation for the advancement of teaching. Bulletin no. 10)
1195. **Knight, Edgar W.** Manual labor schools in the South. South Atlantic quarterly, 16 : 209-21, July 1917.
Reprinted.
1196. **Lewis, E. E.** What is vocational education? Ohio teacher, 37 : 430-32, 488-89, June, July 1917.
1197. **National association of manufacturers. Committee on industrial education.** Report . . . presented at the twenty-second annual convention, New York, May 14, 1917. New York city, Issued from the secretary's office, 1917. 31 p. incl. tables, diagrs. 12°.
1198. **Towne, Harriet E.** Vocational education in Los Angeles high schools. American school, 3 : 136-39, May 1917.

VOCATIONAL GUIDANCE.

1199. **Brewer, John M.** A broader view of vocational guidance. School and society, 5 : 661-68, June 9, 1917.
Discusses the occupational experiences and decisions made by the individual (1) Laying a broad foundation of useful experiences, (2) Studying occupational opportunities, (3) Choosing an occupation, (4) Preparing for the occupation, (5) Entering upon work, and (6) Securing promotions and making readjustments. Takes up the different activities of the vocational guidance teacher—claims that psychological tests are of no value in vocational guidance.
1200. **Chicago, Ill. Board of education.** Report of Bureau of vocational guidance. Chicago, Board of education printing plant [1917?] 68 p. 8°.
From Report of superintendent of schools, sixty-second annual report, Board of education, Chicago, 1916.
Gives reasons for leaving school and industrial histories of children leaving school.
1201. **Leavitt, Frank M.** A discussion of vocational guidance school records. High school quarterly, 5 : 240-46, July 1917.
The purpose of keeping vocational guidance school records and the method by which the information may be outlined.
1202. **Merton, Holmes W.** How to choose the right vocation. New York and London, Funk & Wagnalls company, 1917. 302 p. 16°
1203. **Miner, James Burt.** The evaluation of a method for finely graduated estimates of abilities. Journal of applied psychology, 1 : 123-33, June 1917.
Read before the American psychological association, December 1916.
The experience of the Carnegie institute of technology in its employment office in recommending young people for work.
1204. **Moore, Ella A.** An experiment in vocational supervision. Journal of the Association of collegiate alumnae, 10 : 667-75, June 1917.
What the employment bureau in Chicago is doing for the children who leave school to go to work.
1205. **Reed, Anna Y.** Newsboy service; a study in educational and vocational guidance. Yonkers-on-Hudson, N. Y., World book company, 1917. xxviii, 175 p. 12°. (School efficiency monographs)
A study of newsboy service in Seattle. Takes up the educational, social, and economic aspects of the problem, and the physical, moral, vocational, and avocational aspects of newsboy service.

AGRICULTURAL EDUCATION, HOME ECONOMICS.

1206. **American association of farmers' institute workers.** Proceedings of the twenty-first annual meeting . . . held at Washington, D. C., November 13-15, 1916. East Lansing, Mich., 1917. 139 p. 8°. (L. R. Taft, secretary, East Lansing, Mich.)
1207. **Abbott, Lyman.** The new education. Outlook, 116 : 473-75, July 25, 1917.
An appreciation of vocational education, especially the agricultural work of the secondary schools of Massachusetts; home project plans, etc.
1208. **Chamberlain, Arthur H.** The food problem. The school as a factor in its solution. Sierra educational news, 13 : 264-73, June 1917.
The results of an investigation, state and national, concerning food production and conservation, and the utilization of student labor in connection therewith.
1209. **Hamilton, W. I.** Mobilizing boys for farm labor. School and society, 5 : 714-17, June 16, 1917.
Plan of the Massachusetts committee of public safety for mobilization of schoolboys for farm service.
1210. **Jenkins, Elizabeth C.** The college course in home economics. Journal of home economics, 9 : 301-14, July 1917.

PROFESSIONAL EDUCATION.

1211. **Association of American medical colleges.** Proceedings of the twenty-seventh annual meeting, held at Chicago, February 6, 1917. 67 p. 8°. (Fred C. Zapffe, secretary-treasurer, 3431 Lexington street, Chicago, Ill.)
Contains: 1. R. O. Beard: Limited registration in the medical school, p. 6-13; Discussion, p. 13-18. 2. Medical research in its relation to medical schools, p. 19-30. 3. The teaching hospital. Report of the committee on equipment, p. 32-46.
1212. **Emerson, Ruth V.** Medical social service as it relates to training schools in behalf of student nurses. American journal of nursing, 17 : 979-86, July 1917.
Work of the Massachusetts general hospital, Boston. Gives schedule of studies, etc.
1213. **Wheeler, Mary C. and Wood, Mrs. I. C.** A central school of nursing and public health. American journal of nursing, 17 : 1042-48, August 1917.
Says that Chicago is the logical place for such a central school, and the Illinois training school for nurses the logical nucleus for such a foundation.
Paper read at the twentieth annual convention of the American nurses' association, April 30, 1917.
1214. **Whitmore, Ralph D.** Engineering education in China. Tsing Hua journal, 2 : 1-25, March 1917.
Discusses briefly the development of engineering education in America before discussing the conditions in China.
1215. **Wilson, Louis B.** The status of the graduate degree in medicine. Science, 46 : 127-31, August 10, 1917.
Presented before the Minnesota academy of medicine, St. Paul, Minn., October 11, 1916.
Discusses the status of a new degree, Doctor of science, given by the University of Minnesota.

CIVIC EDUCATION.

1216. **National security league.** Proceedings of the Congress of constructive patriotism. . . Washington, D. C., January 25-27, 1917. New York National security league, inc., 1917. 448 p. 8°.
Contains: 1. W. C. Piper: Americanizing Detroit, p. 104-11. 2. W. T. Manning: Universal military training from the standpoint of a Christian, p. 189-95. 3. Frederick Winsor: Educational preparedness, p. 247-56. 4. Patriotism through education, p. 258-307. 5. Report of the committee on patriotism through education, p. 344-51.

1217. **Ames, Herman V.** How far should the teaching of history and civics be used as a means of encouraging patriotism? *History teacher's magazine*, 8 : 188-92, June 1917.
Presented at the meeting of the Association of history teachers of the middle states and Maryland, May 4, 1917.
1218. **Barnard, Arthur F. and others.** The course in community life, history, and civics in the University elementary school, the University of Chicago. *Elementary school journal*, 17 : 627-49, May 1917.
Final paper of series of four.
1219. **Finley, John H.** Training for citizenship, mobilization of teachers and children. *Child-welfare magazine*, 11 : 290-96, June 1917.
Discusses mobilization of students in England and mobilization in France, New York's plan for preparedness, and what children and teachers of France are doing for the nation.
1220. **Hamilton, W. I.** "America first" campaign in Massachusetts. *Education*, 37 : 622-29, June 1917.
Describes various methods for assimilating the foreign population; teaching programs; legislation.
1221. **Leighton, Joseph A.** Educational preparedness for peace. *Scientific monthly*, 5 : 5-21, July 1917.
Advocates national control of education, if we are to get an efficient training of our coming citizenry in "the ethics of civic and social relationships viewed as a part of the totality of humane world-relationships." Says that state systems of education are not sufficiently centralized; there is too little control over the standards of teaching and the contents of the curricula.
1222. **Marvin, Cloyd Heck.** Vocational civics. *School and society*, 5 : 696-701, June 16, 1917.
1223. **Mary Ruth, Sister.** The pedagogical value of willingness for disinterested service as developed in the training school of the state teacher and in the religious novitiate and the religious life. Washington, D. C., 1917. 154 p. 8°.
A dissertation submitted to the Catholic sisters college of the Catholic university of America in partial fulfillment of the requirements for the degree Doctor of philosophy.
1224. **Payne, E. George.** History teaching and citizenship in a democracy. *School and home education*, 36 : 232-34, June 1917.
1225. **Pray, Carl E.** The danger in community civics. *American schoolmaster*, 10 : 253-60, June 1917.
Discusses the report of the Commission on the reorganization of secondary education, N. E. A. on the social studies in secondary education.
1226. **Russell, James E.** Scouting education. *Educational review*, 54 : 1-13, June 1917.
The writer says that a survey of American education does not disclose much evidence of a controlling desire to promote patriotic service. Lauds the Boy scout movement as the most significant educational contribution of our time; its code of ethics, physical training, etc., make for good citizenship.
1227. **Smith, David Eugene.** Mathematics in the training for citizenship. *Teachers college record*, 18 : 211-25, May 1917.
An address delivered before the faculty of Teachers college, March 8, 1917.
1228. **U. S. Bureau of naturalization.** The work of the public schools with the Bureau of naturalization in the preparation for citizenship responsibilities of the candidate for naturalization . . . Washington, Government printing office, 1917. 50 p. incl. tables. 8°.
Extract from the Annual report of the commissioner of naturalization for the fiscal year ended June 30, 1916.

MILITARY EDUCATION.

1229. **Dealey, William L.** Educational control of national service. Pedagogical seminary, 24 : 244-62, June 1917.

Reprinted.

Discusses universal physical training, boy scouts and military cadets, continuation school control, and national service.

SCHOOLS FOR MAIMED SOLDIERS.

1230. American journal of care for cripples, vol. 4, no. 2, June 1917. (The education of cripples.)

Contains: 1. C. C. Chatterton: History, need, present equipment, and some of the objects of the Minnesota state hospital for indigent crippled and deformed children, p. 97-109. 2. Margaret Monrad: Reconstructing the cripple; a pioneer institution in Copenhagen, Denmark, p. 110-19. 3. C. W. Hutt: Observations on the future of the crippled sailor and soldier, p. 123-38. 4. P. U. Kellogg: The battle-ground for wounded men, p. 139-67. 5. M. Helys: The re-education and placement of war cripples, p. 168-78. 6. Marcel Lauwick: The Belgium military institute for trade training of the war cripple, p. 179-87. 7. Adolf Silberstein: The Royal orthopedic reserve hospital at Nürnberg, Germany, p. 188-91. 8. Bruno Valentin: The workshops at the Royal orthopedic reserve hospital at Nürnberg, p. 192-96. 9. L. I. Bernhard: Business organization of the workshops connected with the Royal orthopedic reserve hospital at Nürnberg, p. 197-200. 10. L. V. Shairp: The re-education of disabled soldiers, p. 201-11. 11. Report of the disabled sailors' and soldiers' committee, Local government board of Great Britain, p. 212-25. 12. T. L. Jarrott: The problem of the disabled soldier, p. 226-43. 13. An account of the year's work at the Massachusetts hospital school, Canton, Mass., p. 270-92. 14. John Williams: Industrial training for crippled boys, p. 293-97.

No. 3 is reprinted from the *Lancet*, 191 : 620-32, 1916; no. 4 from the *Survey*, 38 : 1-10, 1917; no. 5 from *Le Correspondant*, 88 : 1063-1100, 1916; no. 6 from *Le Correspondant*, 88 : 1132-39, 1916; no. 7 from *Kriegsinvalidenfürsorge*, p. 9-13; no. 8 from *Würsburger abhandlungen aus dem praktischen medicin*, p. 149-65; no. 9 from *Kriegsinvalidenfürsorge*, p. 20-34; no. 10 from *Edinburgh review*, 226 : 119-38, 1917; no. 12 from *University magazine*, 16 : 285-302, 1917; no. 14 from *Charity organisation review*, 25 : 221-25, 1909.

1231. **Brock, L. G.** The re-education of the disabled. American journal of care for cripples, 4 : 19-36, March 1917.

Reprinted from *Nineteenth century and after*, 80 : 322-35, October 1916.

Suggestions as to the machinery required to deal with the training of the disabled and the objects to which that training should be directed.

1232. **Sullivan, Joe F.** America must educate her crippled soldiers. Van Leuven Browne national magazine, 6 : 6-7, June 1917.

EDUCATION OF WOMEN.

1233. Southern association of college women. Proceedings of the fourteenth annual meeting, April 10-14, 1917, Washington, D. C. 108 p. 8°. (Mary L. Harkness, secretary, Newcomb college, New Orleans, La.)

Contains: 1. Elizabeth A. Colton: The distinctive work of the Southern association of college women, p. 11-14. 2. J. H. Kirkland: College standards—a public interest, p. 14-26. 3. S. P. Capen: College "lists" and surveys published by the Bureau of education, p. 26-35.

1234. **Crouzet-Ben-Aben, J. P.** Monographie d'une éducation masculine de femme. Revue universitaire, 26 : 331-40, May 1917.

1235. **Falconer, Martha P.** Industrial schools for girls and women. Social hygiene, 3 : 323-30, July 1917.

Discusses industrial education for delinquent girls and women.

1236. **Foster, W. H. L.** A plea for coeducation. New Zealand journal of education, 19 : 71-74, April 16, 1917.

To be continued.

1237. **Johnson, Rita.** The Francis T. Nicholls industrial school for girls. Industrial-arts magazine, 6 : 272-76, July 1917.

The organization, general management, and methods of instruction of the Francis T. Nicholls industrial school for girls of New Orleans.

1238. **McDougall, Eleanor.** The higher education of Indian women. *International review of missions*, 6 : 371-82, July 1917.
1239. **McKinstry, Helen.** Organization of work for women, with special consideration of the type of work for which colleges might reasonably be expected to give credit. *American physical education review*, 22 : 344-50, June 1917.
Read at the twenty-first annual convention of the American physical education association, April 5, 1917, and also before the Association of directors of physical education for women, April 14, 1917.
1240. **Martin, Edward S.** A father to his graduate girl. *Atlantic monthly*, 119 : 732-36, June 1917.
Discusses the opportunities offered to women in business and professional fields due to the war.
1241. **Sykes, Frederick Henry.** Social basis of the new education for women. *Teachers college record*, 18 : 226-42, May 1917.
Address to the Household arts section of the alumni association of Teachers college, Columbia university, February 24, 1917.

ORIENTALS.

1242. Oriental students in North America. *International review of missions*, 6 : 414-27, July 1917.
I. Men students, by Charles D. Hurrey. II. Women students, by Margaret E. Burton.

NEGRO EDUCATION.

1243. Farm training for Negroes. The essential factor in colored education in the South. *Survey*, 38 : 267-68, June 23, 1917.
A review of Dr. Thomas Jesse Jones' report on Negro education, published as a bulletin of the U. S. Bureau of education.
1244. **Pulsifer, Harold T.** Practical chivalry. *Outlook*, 116 : 362-63, July 4, 1917.
Development of public school system for Negroes in the South.

EXCEPTIONAL CHILDREN.

1245. **Bridie, Marion F.** An introduction to special school work. London, E. Arnold, 1917. 238 p. 1 diagr. 16°.
1246. **Bruhn, Martha E.** Learning lip-reading by the Müller-Walle method. *Volta review*, 19 : 389-94, August 1917.
Paper read at the 21st meeting of the Convention of American instructors of the deaf, Hartford, Conn., June 29-July 3, 1917.
Among other things, discusses the value of applying the Müller-Walle method to the adult deaf.
1247. **Campbell, C. Macfie.** Educational methods and the fundamental causes of dependency. *Mental hygiene*, 1 : 235-40, April 1917.
Gives the important part the school can play in removing or lessening the causes of delinquency and dependency.
1248. **Committee on provision for the feeble-minded, Philadelphia, Pa.** 'Colony care for the feeble-minded. Philadelphia, Committee on provision for the feeble-minded [1917?] 19 p. 8°. (Bulletin no. 3)
1249. **Crafts, L. W. and Doll, E. A.** The proportion of mental defectives among juvenile delinquents. *Journal of delinquency*, 2 : 191-208, July 1917.
Among other things the authors declare the inadequacy of the Binet-Simon scale in borderline cases.
1250. **Haberman, J. Victor.** The degenerate: born delinquency and criminologic heredity. 14 p. 8°.
From Archives of diagnosis, April 1917.

1251. **Kelley, Truman Lee.** Mental aspects of delinquency. Austin, Tex., The University, 1917. 125 p. 12°. (University of Texas bulletin, no. 1713: March 1, 1917.)
1252. **Leonard, Eleanor C.** Preparing a little deaf child for school. *Volta review*, 19 : 253-80, June 1917.
Discusses the mother's attitude toward deafness, the importance of mental atmosphere, cultivation of self-reliance in the child, lip reading, speech habits, training of hand and eye, religious training, etc.
1253. **Lundberg, Emma O.** A social study of mental defectives in New Castle county, Delaware. Washington, Government printing office, 1917. 38 p. 8°. (U. S. Department of labor. Children's bureau. Bureau publication, no. 24)
1254. **Pintner, Rudolf.** The mentality of the dependent child, together with a plan for a mental survey of an institution. *Journal of educational psychology*, 8 : 220-38, April 1917.
"Two groups of dependent children were studied by the author, and their intelligence was tested by both the Binet and the Yerkes point scales. The proportion of backward and feeble-minded children was found to be very high."
1255. **Scripture, E. W.** The nature of stuttering. *Volta review*, 19 : 297-98, June 1917.
Declares that stuttering is a mental disease and not a speech defect, arising from the attempt to speak naturally to another person. Discusses the subject from the standpoint of a psychologist, and gives methods of curing.
1256. **Smith, Laura.** The exceptional child in our school. *School and home*, 9 : 5-8, July 1917.
Read before the Georgia educational association, at Macon, Ga.
Considers the backward child, the mental defective, and the truant.
1257. **Thomason, Pattie.** Suggestions for improving the quality of the voice. *Volta review*, 19 : 361-64, August 1917.
Paper read at the 21st meeting of the Convention of American instructors of the deaf, Hartford, Conn., June 20-July 3, 1917.
Improving the voice of deaf children. The writer advocates scale work to equalize the vowels and make the voice flexible.

EDUCATION EXTENSION.

1258. **Chautauqua.** Symposium. *Independent*, 91 : 17-22, July 7, 1917.
Articles reflecting the Chautauqua spirit by A. E. Bestor, Ida M. Tarbell, and Ida B. Cole.
1259. **Nalder, F. F.** Has university extension fully justified itself? *School and society*, 5 : 751-58, June 30, 1917.
The value of university extension service from the viewpoint of people who have tried it. Gives data obtained by a questionnaire.
1260. **Picnickers in academe.** *Unpopular review*, 8 : 133-44, July-September 1917.
Discusses the summer sessions at the universities and the students in attendance.
1261. **Smith, Harlan I.** The development of museums and their relation to education. *Scientific monthly*, 5 : 97-119, August 1917.
A résumé of different types of museums and their relation to education. Illustrated.

LIBRARIES AND READING.

1262. **Certain, C. C.** A standard high-school library organization for accredited secondary schools of different sizes. *Educational administration and supervision*, 3 : 317-38, June 1917.
Report presented at the St. Louis meeting of the North Central association of colleges and secondary schools, March 1917.

1263. **Illinois. University. High school visitor.** Bulletin on high school libraries based on recommendations made to the high-school conference: Urbana, The University of Illinois, 1917. 112 p. 12°.
1264. **Paris, Hazel V.** Books for high school pupils—recommended by themselves. English leaflet, 17: 1-12, June 1917.
1265. Plans for war service by the A. L. A. Library journal, 42: 612-20, August 1917.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1266. Department-store education. An account of the training methods developed at the Boston school of salesmanship under the direction of Lucinda Wyman Prince; by Helen Rich Norton. Washington, 1917. 79 p. illus. (Bulletin, 1917, no. 9)
1267. Development of arithmetic as a school subject; by Walter Scott Monroe. Washington, 1917. 170 p. (Bulletin, 1917, no. 10)
1268. A graphic survey of book publication, 1890-1916; by Fred E. Woodward. Washington, 1917. 26 p. (Bulletin, 1917, no. 14)
1269. Military training of youths of school age in foreign countries; by W. S. Jesien. Washington, 1917. 35 p. (Bulletin, 1917, no. 25)
1270. Negro education. A study of the private and higher schools for colored people in the United States. Prepared in cooperation with the Phelps-Stokes fund under the direction of Thomas Jesse Jones. In two volumes. Illustrated. Washington, 1917. (Bulletin, 1916, no. 38, 39)
1271. Reorganization of English in secondary schools. Report by the national joint committee on English representing the Commission on the reorganization of secondary education of the National education association and the National council of teachers of English. Comp. by James Fleming Hosc. Washington, 1917. 181 p. (Bulletin, 1917, no. 2)
1272. Three short courses in home making; by Carrie A. Lyford. Washington, 1917. 104 p. illus. (Bulletin, 1917, no. 23)
1273. Work of American colleges and universities during the war. Report of a conference held at Washington, May 3, 1917, under the auspices of the committee on science engineering, and education of the advisory commission of the Council of national defense. 10 p. (Circular, May 8, 1917)
1274. Work of school children during out-of-school hours; by C. D. Jarvis. Washington, 1917. 28 p. (Bulletin, 1917, no. 20)

PERIODICALS REPRESENTED IN THIS NUMBER.

- Alrededor de la escuela, Havana, Cuba.
- America, 59 East Eighty-third street, New York, N. Y.
- American city, 93 Nassau street, New York, N. Y.
- American education, 50 State street, Albany, N. Y.
- American journal of care for cripples, 3505 Broadway, New York, N. Y.
- American journal of nursing, 2419-21, Greenmount avenue, Baltimore, Md.
- American journal of sociology, University of Chicago press, Chicago, Ill.
- American physical education review, 93 Westford avenue, Springfield, Mass.
- American review of reviews, 30 Irving place, New York, N. Y.
- American school, P. O. box 134, Milwaukee, Wis.
- American school board journal, 354 Milwaukee street, Milwaukee, Wis.
- American schoolmaster, State normal college, Ypsilanti, Mich.
- American teacher, 225 Fifth avenue, New York, N. Y.

- Archives of diagnosis, 250 West Seventy-third street, New York, N. Y.
 Athenæum, London, England.
 Atlantic monthly, 4 Park street, Boston, Mass.
 Business educator, Columbus, Ohio.
 Catholic educational review, Washington, D. C.
 Child, London, England.
 Child labor bulletin, 105 East Twenty-second street, New York, N. Y.
 Child-study, London, England.
 Child-welfare magazine, 227 South Sixth street, Philadelphia, Pa.
 Chinese students' monthly, Ashburnham, Mass.
 Classical journal, University of Chicago press, Chicago, Ill.
 Colorado school journal, Denver, Colo.
 Education, 120 Boylston street, Boston, Mass.
 Educational administration and supervision, Warwick and York, inc., Baltimore, Md.
 Educational foundations, 31-33 East Twenty-seventh street, New York, N. Y.
 Educational review, Columbia university, New York, N. Y.
 Educator-journal, 403 Newton Claypool building, Indianapolis, Ind.
 Elementary school journal, University of Chicago press, Chicago, Ill.
 Engineering education, Lancaster, Pa.
 English journal, University of Chicago press, Chicago, Ill.
 English leaflet, New England association of teachers of English, Boston, Mass.
 English review, London, England.
 Forum, 32 West Fifty-eighth street, New York, N. Y.
 General science quarterly, Salem, Mass.
 High school quarterly, Athens, Ga.
 History teacher's magazine, McKinley publishing company, Philadelphia, Pa.
 Independent, 119 West Fortieth street, New York, N. Y.
 Indiana instructor, 607 Occidental building, Indianapolis, Ind.
 Industrial-arts magazine, 129 Michigan street, Milwaukee, Wis.
 International journal of ethics, Concord, N. H.
 International review of missions, Edinburgh, Scotland.
 Journal of applied psychology, Worcester, Mass.
 Journal of delinquency, Whittier state school, Whittier, Cal.
 Journal of education, 6 Beacon street, Boston, Mass.
 Journal of education, London, England.
 Journal of educational psychology, Warwick and York, inc., Baltimore, Md.
 Journal of heredity, American genetic association, Washington, D. C.
 Journal of home economics, Station N, Baltimore, Md.
 Journal of the Association of collegiate alumnae, University of Chicago press, Chicago, Ill.
 Journal of the National education association, 1400 Massachusetts avenue, Washington, D. C.
 Journal of the New York state teachers' association, 5 South Water street, Rochester, N. Y.
 Kansas teacher, Topeka, Kans.
 Kentucky high school quarterly, Lexington, Ky.
 Kindergarten and first grade, Springfield, Mass.
 Library journal, 241 West Thirty-seventh street, New York, N. Y.
 Louisiana school work, Baton Rouge, La.
 McEvoy magazine, 6 Third avenue, Brooklyn, N. Y.
 Manual training magazine, Manual arts press, Peoria, Ill.
 Mathematics teacher, 41 North Queen street, Lancaster, Pa.
 Mental hygiene, Concord, N. H.
 Modern language bulletin, 1521 Highland avenue, Los Angeles, Cal.
 Modern language journal, Sixty-eighth street and Park avenue, New York, N. Y.

Moslem world, London, England.
 Nebraska teacher, Lincoln, Nebr.
 New republic, 421 West Twenty-first street, New York, N. Y.
 New Zealand journal of education, S. N. Brown and company, Dunedin, New-Zealand.
 Nineteenth century and after, 249 West Thirteenth street, New York, N. Y.
 Ohio educational monthly, Columbus, Ohio.
 Ohio teacher, Columbus, Ohio.
 Outlook, 287 Fourth avenue, New York, N. Y.
 Pedagogical seminary, Worcester, Mass.
 Pennsylvania school journal, Lancaster, Pa.
 Philippine review, Manila, P. I.
 Physical training, 124 East Twenty-eighth street, New York, N. Y.
 Playground, 1 Madison avenue, New York, N. Y.
 Practical school journal, Litchfield, Ill.
 Princeton alumni weekly, Princeton, N. J.
 Progressive teacher, Nashville, Tenn.
 Psychological clinic, Woodland avenue and Thirty-sixth street, Philadelphia, Pa.
 Psychological review, 41 North Queen street, Lancaster, Pa.
 Quarterly journal of economics, Harvard university press, Cambridge, Mass.
 Quarterly journal of public speaking, Menasha, Wis.
 Quarterly journal of the University of North Dakota, University, N. Dak.
 Religious education, 1030 East Fifty-fifth street, Chicago, Ill.
 Revue pédagogique, Paris, France.
 Revue universitaire, Paris, France.
 School, 154 Fifth avenue, New York, N. Y.
 School and home, Atlanta, Ga.
 School and home education, Bloomington, Ill.
 School and society, The Science press, Garrison, N. Y.
 School education, Minneapolis, Minn.
 School music, Keokuk, Iowa.
 School review, University of Chicago press, Chicago, Ill.
 School science and mathematics, Mount Morris, Ill.
 School world, London, England.
 Science, Substation 84, New York, N. Y.
 Scientific monthly, The Science press, Garrison, N. Y.
 Sierra educational news, San Francisco, Cal.
 Social hygiene, Waverly press, Baltimore, Md.
 South Atlantic quarterly, Durham, S. C.
 Southern school journal, Lexington, Ky.
 Southern workman, Hampton, Va.
 Survey, 105 East Twenty-second street, New York, N. Y.
 Teachers college record, Teachers college, Columbia university, New York, N. Y.
 Teacher's journal, Marion, Ind.
 Town, McCoy Hall, Baltimore, Md.
 Tsing Hua journal, Tsing Hua college, Peking, China.
 Unpopular review, 35 West Thirty-second street, New York, N. Y.
 Van Leuven Browne national magazine, Detroit, Mich.
 Virginia journal of education, Richmond, Va.
 Volta review, Volta bureau, Washington, D. C.
 West Virginia school journal and educator, Charleston, W. Va.
 Western journal of education, San Francisco, Cal.
 Wisconsin journal of education, Madison, Wis.
 Wyoming school journal, Laramie, Wyo.
 Yale review, 135 Elm street, New Haven, Conn.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1917, No. 41

Library Books for High Schools

COMPILED BY

MARTHA WILSON

SUPERVISOR OF SCHOOL LIBRARIES
MINNESOTA



WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

BULLETIN OF THE BUREAU OF EDUCATION FOR 1917.

NOTE.—With the exceptions indicated, the documents named below will be sent free of charge and without cost to the Commissioner of Education, Washington, D. C. Those marked with an asterisk are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in cash, currency, or money order. Receipts are not required.

A complete list of available publications will be sent upon application.

- *No. 1. Monthly record of current educational publications, January, 1917. 5 cts.
- No. 2. Reorganization of English in secondary schools. J. P. Hasic.
- *No. 3. Pine-needle basketry in schools. W. C. A. Haimmel. 5 cts.
- No. 4. Secondary agricultural schools in Russia. W. S. Jesien.
- No. 5. Report of an inquiry into the administration and support of the Colorado school system. Katherine M. Cook and A. C. Monahan.
- No. 6. Educative and economic possibilities of school directed home gardening in Richmond, Ind. J. L. Randall.
- No. 7. Monthly record of current educational publications, February, 1917.
- No. 8. Current practice in city school administration. W. S. Duffenbaugh.
- No. 9. Department-store education. Helen R. Norton.
- No. 10. Development of arithmetic as a school subject. W. S. Monroe.
- *No. 11. Higher technical education in foreign countries. A. T. Smith and W. S. Jesien. 20 cts.
- No. 12. Monthly record of current educational publications, March, 1917.
- No. 13. Monthly record of current educational publications, April, 1917.
- No. 14. A graphic survey of book publication, 1890-1916. F. E. Woodward.
- No. 15. Studies in higher education in Ireland and Wales. Geo. E. MacLean.
- No. 16. Studies in higher education in England and Scotland. Geo. E. MacLean.
- No. 17. Accredited higher institutions. S. P. Capen.
- No. 18. History of public-school education in Delaware. S. B. Weeks. 20 cts.
- No. 19. Report of a survey of the University of Nevada.
- No. 20. Work of school children during out-of-school hours. C. D. Jarvis.
- No. 21. Monthly record of current educational publications, May, 1917.
- No. 22. Money value of education. A. Caswell Ellis.
- No. 23. Three short courses in home making. Carrie A. Lyford.
- No. 24. Monthly record of current educational publications—Index, February, 1916 to January, 1917.
- No. 25. Military training of youths of school age in foreign countries. W. S. Jones.
- No. 26. Garden clubs in the schools of Englewood, N. J. Charles O. Smith.
- No. 27. Training of teachers of mathematics for secondary schools. R. C. Archibald.
- No. 28. Monthly record of current educational publications, June, 1917.
- No. 29. Practice teaching for secondary school teachers. A. R. Mead.
- No. 30. School extension statistics, 1915-16. Clarence A. Perry.
- No. 31. Rural-teacher preparation in county training schools and high schools. H. W. Feght.
- No. 32. Work of the Bureau of Education for the natives of Alaska, 1915-16.
- No. 33. A comparison of the salaries of rural and urban superintendents of schools. A. C. Monahan and C. H. Dye.
- No. 34. Institutions in the United States giving instruction in agriculture. A. C. Monahan and C. H. Dye.
- No. 35. The township and community high-school movement in Illinois. H. A. Hollister.
- No. 36. Demand for vocational education in the countries at war. Anna T. Smith.
- No. 37. The conference on training for foreign service. Glen L. Swiggett.
- No. 38. Vocational teachers for secondary schools. C. D. Jarvis.
- No. 39. Teaching English to aliens. Winthrop Talbot.
- No. 40. Monthly record of current educational publications, September, 1917.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

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Library Books for High Schools

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WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

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LIBRARY BOOKS FOR HIGH SCHOOLS.

INTRODUCTION.

This list is based on the Minnesota school library list, Books for High Schools, 1913-14. The number of titles has been materially increased to include the suggestions of many high-school teachers, specialists in the Bureau of Education, high-school librarians, public librarians, and commission workers.

The suggestions and demands of teachers of special departments for comprehensive lists on particular subjects have been somewhat insistent, and the result is that some divisions, notably agriculture, are out of proportion to the rest of the list.

The effort has been to provide a thoroughly standard list of tested books for a foundation library, to include as much fresh material as possible, and to suggest books of interest and value to pupils of the high-school age. Some of the titles given are felt to be rather advanced for such use. They are included at the suggestion of experienced teachers and doubtless with the guidance of such teachers are valuable for reference.

The list is planned to be of general usefulness, but schools will wish to supplement it for purely local material. More titles of general interest are included than are needed in a high-school library in a town where there is a good public library, and where the high-school library may properly be limited to books commonly used in connection with the work and life of the school. Many towns with high schools are lacking in adequate public library facilities, and the high-school library must provide books for home reading.

Arrangement of the list.—The list is classified according to a modification of the Dewey decimal classification, differing from the Minnesota List, 1913-14, in being more detailed. For the most part, the second summary of the Dewey decimal classification is used. For divisions in which the schools are apt to have many books, or where the use indicates subdivisions, more detailed classification is given. In adapting this classification to a particular school, having a considerable collection of books, comparison with the abridged decimal classification is recommended.

After due consideration of classification adaptations used in high-school libraries, experience in organization of high-school libraries,

and consultation with librarians, the public library practice of arranging biography as a separate class has been adopted.

In Class 921, Individual Biography, the list is arranged alphabetically by the name of the person about whom the book is written, the name of the author following.

To assist in the organization of the libraries a group of books has been added under library economy.

Classification outlines follow the Introduction.

Editions.—The best book for the least money is the usual criterion for inclusion in a school library list. Many cheap editions are listed here, but not always the cheapest in price, when the book was felt to be decidedly inferior in appearance, paper, and typography. A number of titles formerly available in good cheap editions can no longer be obtained in this form and must now be quoted in the original editions. Some fine editions are included for reference and library use, with a cheaper edition for home reading. Library binding is specified for all books listed in Everyman's Library. The additional cost of this edition, as compared with the trade edition, is slight and is an obvious saving when the difference in wear is considered.

Prices.—List prices only are given. These have been verified repeatedly, but owing to unsettled business conditions at the time of publication, are subject to change. Since the copy for this list was prepared the prices of all books in Dutton's Everyman's Library (library binding), Houghton's Riverside Biographical Series, and Holt's Home University Library have advanced from 50 cents to 60 cents.

Annotations.—Very brief descriptive annotations are given. These are, in the main, adapted from the A. L. A. catalogue and the A. L. A. Book-list.

Library of Congress card numbers.—A new feature of this list is the addition of order numbers for Library of Congress catalogue cards. These are given to aid the high-school librarians who have few or no bibliographical aids. When sending in orders in the form of card numbers taken from this list it is suggested that a brief note to that effect be given at head of order, e. g. "From Bu. Ed. Bul. 41." In a small percentage of cases the cards obtained from such orders will be for different editions, but the variation is usually slight and the card can be adapted by making slight changes in MS. The number given following the slanting line indicates the minimum number of cards needed in cataloguing the books. Further information should be obtained from the Library of Congress before sending first order.

Subject headings.—In the assignment of subject headings care must be taken to insure uniformity in the use of terms. The headings which are given on the Library of Congress cards should be compared with the A. L. A. List of Subject Headings, or with the Subject

Index to the A. L. A. Book-list and the Mann A. L. A. Headings for Juvenile Catalogues. Subject headings for agricultural bulletins should be verified with the Agricultural Index, published by the H. W. Wilson company, White Plains, N. Y.

The following suggestive outline for classification for high-school libraries includes more divisions than are used in this list:

CLASSIFICATION FOR SCHOOL LIBRARIES.

The 10 classes of the Dewey decimal classification, showing the relation of the subjects and some of the subdivisions used for schools:

- 000 General works.**
 - 020 Library economy.
 - 029 Reference aids.
 - 030 General encyclopedias.
- 100 Philosophy.**
 - 150 Psychology.
 - 170 Ethics.
- 200 Religion.**
 - 220 Bible stories.
 - 290 Mythology.
- 300 Sociology.**
 - 310 Statistics.
 - 320 Government.
 - 330 Economics.
 - 370 Education—General works.
 - 371 Principles and practice of teaching.
 - .1 Teachers. Salaries. Certification.
 - .2 School organization and administration.
 - .5 Government and discipline.
 - .6 School buildings and equipment. Grounds.
 - .7 School hygiene.
 - .9 Education of special classes.
 - 372 Elementary education. Story telling.
 - 373 Secondary schools.
 - 374 Self-education. Extension teaching.
 - .71 Home and school. Use of school buildings.
 - 375 Methods.
 - .5 Nature study. Science.
 - .51 Mathematics.
 - .61 Physiology and hygiene.
 - .62 Industrial education. Clubs.
 - .63 Agriculture. School gardens.
 - .64 Domestic economy.
 - .7 Art. Music.
 - .8 Reading. English.
 - .9 History and civics.
 - .91 Geography.
 - 377 Religious, ethical instruction.
 - 378 Colleges and universities.
 - 379 Relation of state to education.
 - .1 Rural schools.
- 380 Commerce. Commercial geography.
- 390 Customs.
- 398 Folklore.

500 Science.

- 510 Mathematics.
- 520 Astronomy.
- 530 Physics.
- 540 Chemistry.
- 550 Geology. Physical geography.
- 570 Biology.
 - 571 Primitive life.
- 580 Botany.
- 590 Zoology.

600 Useful arts.

- 607 Vocational guidance.
- 608 Inventions. (Grade list.)
- 620 Engineering. (Include inventions in high-school list.)
- 630 Agriculture.
 - .1 Country life.
 - .13 Agricultural economics.
 - .2 Farm management.
 - .3 Dictionaries.
 - .4 Essays. Addresses.
- 631 Soils.
- 632 Plant husbandry.
- 633 Field crops.
 - .1 Cereal crops.
 - .2 Forage crops.
- 634 Horticulture.
- 635 Forestry.
- 636 Animal husbandry.
- 637 Dairy farming.
- 638 Other agricultural industries.
- 640 Home economics.
 - 641 Food. Nutrition.
 - 643 House planning.
 - 646 Textiles and clothing.
 - 647 Home management.
 - 648 Care of the sick.
- 650 Business. Communication. Transportation
- 680 Manual training. Shopwork.

700 Fine arts.

- 720 Architecture.
- 730 Sculpture.
- 740 Drawing. Design.
 - 741 Mechanical drawing.
- 750 Painting.
- 770 Photography.
- 780 Music.
- 790 Outdoor amusements. Sports.
- 793 Indoor amusements: Plays for acting.

800 Literature.

- 807 Study and teaching.
 - .1 Poetry.
 - .2 Drama.
 - .3 Fiction. Short story.
- 808 Composition. Rhetoric. Collections.
 - .1 Poetry.

800 Literature—Continued.**808 Composition, etc.—Continued.**

- .2 Drama.
- .3 Cyclopedias of quotations.
- .4 Prose.
- .5 Debating.
- .8 Readers and speakers.

810 American literature. American and English.

- .8 Collections: Prose and poetry.
- .9 Biography and criticism, or use 921.

811 American poetry.

- .8 Collections.

812 American drama.**814 American essays and prose miscellany.****815 American orations.****820 English literature.**

- .8 Collections: Prose and poetry.
- .9 Biography and criticism, or use 921.

821 English poetry.

- .8 Collections.

822 English drama.

- .3 Shakespeare—including works, criticism, etc.

- .8 Collections.

824 English essays and prose miscellany.**825 English orations.****830 German.****839 Scandinavian.****840 French.****870 Greek and Latin.****900 History.****910 Geography and travel.**

- .1 Industries (Grade list). *See* 380 for high-school list.
- .9 Exploration and discovery.

912 Atlases.**914 Travel—Europe.****915 Travel—Asia.****916 Travel—Africa.****917 Travel—North America, Central America, West Indies.****918 Travel—South America.****919 Travel—Australia and the Islands. Arctic regions.****920 Biography—Collective.****921 Biography—Individual.****930 Ancient history.****940 Modern history—General European.****970 Indian life and history.****973 American history.**

- .1 Discovery.
- .2 Colonial.
- .3 Revolution.
- .4 Constitutional period.
- .5 War of 1812.
- .6 War with Mexico.
- .7 Civil War.

974 New England.**975 Southeastern.**

900 History—Continued.**Indian life and history—Continued.**

- 976 South Central or Gulf.
- 977 North Central or Lake.
- 978 Western or Mountain.
- 979 Pacific.
- 980 South America.
- 990 Oceanica. Polar regions.

The arrangement of topics under **Agriculture** follows the outline prepared by Mrs. F. H. Ridgway, librarian of Berea College, Berea, Ky.

For assistance in classification of large collections of agricultural bulletins, the full scheme is given herewith.

CLASSIFICATION FOR AGRICULTURE.¹**630 Agriculture.**

- .1 Rural sociology; .11, Statistics; .13, Agricultural economics; .131, Labor; .134, Cooperation; .136, Finance; .138, Production; .14, Agricultural legislation; .18, Transportation; .19, Country life; .191, Farm home; .192, Farm women; .193, Farm boys and girls.
- .2 Farm management; .22, Organization and equipment of farm; .221, Farmstead, Fields, etc.; .222, Farmhouse, Outbuildings, Fences (*see also* 728); .223, Farm machinery and implements; .23, Administration of farm; .231, Farm accounting.
- .3 Dictionaries. Cyclopedias.
- .4 Essays. Addresses. Popular literature about agriculture and country life.
- .5 Periodicals.
- .6 Societies. Proceedings. etc.
- .7 Study and teaching; .71, Elementary schools.
- .72 Secondary schools; .73, Colleges and universities.
- .74 Extension work; .75, Schools and experiment stations.
- .76 Institutes, Summer schools; .78, Fairs, Exhibits.
- .8 Applied sciences; .83, Agricultural physics; .84, Agricultural chemistry. istry.
- .9 History. Travel and description.

631 Soils.

- .1 Physics.
- .2 Chemistry.
- .3 Tillage.
- .4 Crop Rotation.
- .5 Fertilizers.
- .6 Reclamation.
- .7 Drainage.
- .8 Irrigation.
- .9 Special areas.
- .91 Dry farming.
- .92 Irrigation farming.
- .93 Mountain farming.

632 Plant husbandry.

- .03, Dictionaries; Cyclopedias; .05, Periodicals; .06, Societies; .07 Study and teaching; .09, History.
- .1 Seeds and germination.
- .2 Planting and transplanting.

¹ Library Journal, October, 1913.

632 Plant husbandry—Continued.

- .3 Training. Pruning.
- .4 Breeding.
- .5 Pests and diseases.
 - .51 Pests.
 - .511 Animals (also beneficial).
 - .512 Plant.
 - .52 Diseases.
 - .521 Parasitic.
 - .522 Nonparasitic.
- .6 Protection from frost, drought, etc.
- .7 Harvesting. Curing. Storing.
- .8 Marketing. Exhibiting.

633 Field crops.

- .01, General culture and care; .011, Seeds. Germination; .012, Planting; .014, Breeding; .015, Pests and diseases; .016, Protection; .017, Harvesting; .018, Marketing; .03, Cyclopedias; .05, Periodicals; .06, Societies; .07, Study and teaching; .09, History.
- .1 Cereal crops. (May arrange cereals in alphabetical order. Same arrangement may be made for other crops, for vegetables, fruits, etc., and for breeds of horses, etc.)
- .2 Forage crops.
 - .21 Grasses.
 - .22 Legumes.
- .3 Root crops.
- .4 Sugar plants.
- .5 Textile plants.
- .6 Alkaloidal plants.
- .7 Other.

634 Horticulture.

- .01, General culture and care; .011, Seeds. Germination; .012, Planting; .013, Pruning; .014, Breeding; .015, Pests and diseases; .016, Protection; .017, Harvesting; .018, Marketing; .03, Cyclopedias; .05, Periodicals; .06, Societies; .07, Study and teaching; .09, History.
- .1 Vegetables.
 - .11 Edible roots.
 - .12 Edible stems.
 - .13 Edible leaves.
 - .14 Edible flowers.
 - .15 Edible fruits.
 - .16 Edible seeds.
 - .17 Edible fungi.
- .2 Fruits.
 - .21 Pomaceous.
 - .22 Drupaceous.
 - .23 Citrus.
 - .24 Small fruits.
 - .25 Grapes.
 - .26 Nuts.
- .3 Floriculture.
 - .31 Greenhouses. Conservatories.
 - .32 Hotbeds. Cold frames. House plants.
 - .33 Outdoor floriculture.
 - .34 Bulbous and tuberous plants.

634 Horticulture—Continued.

- .35 Out flowers.
- .36 Annuals.
- .37 Other flowering plants.
- .38 Nonflowering plants.
- .39 Trees and shrubs.

635 Forestry.

- .03, Cyclopedias; .05, Periodicals; .06, Societies; .07, Study and teaching; .09, History. Travel and description.
- .1 Silviculture.
- .2 Forest protection and preservation.
- .21 Pests and diseases.
- .3 Forest economics.
- .31 Forest policy.
- .311 Forest reserves.
- .5 Forest influences.
- .6 Management.
- .61 Mensuration.
- .62 Engineering.
- .63 Administration.
- .8 Utilization.
- .81 Lumbering.

636 Animal husbandry.

- .003, Cyclopedias; .005, Periodicals; .006, Societies; .007, Study and teaching; .009, History. Travel and description; .01, Breeds; .02, Feeds and feeding; .03, Care and housing; .04, Breeding; .05, Pests and diseases (*see also* 619); .08, Exhibiting. Judging.
- .1 Horses.
- .11 Breeds.
- .111 Light horses.
- .112 Draft horses.
- .113 Ponies.
- .13 Feeding and care.
- .14 Breeding.
- .15 Diseases.
- .18 Exhibiting. Judging.
- .19 Asses. Mules.
- .2 Cattle.
- .21 Breeds.
- .211 Beef breeds.
- .212 Dairy breeds.
- .213 Dual purpose breeds.
- .23 Feeding and care.
- .24 Breeding.
- .25 Diseases.
- .28 Exhibiting.
- .3 Sheep.
- .31 Breeds.
- .33 Feeding and care.
- .34 Breeding.
- .35 Diseases.
- .39 Coats.
- .4 Swine.
- .41 Breeds.
- .43 Feeding and care.

636 Animal husbandry—Continued.

- .44 Breeding.
- .45 Diseases.
- .5 Poultry.
- .51 Breeds.
- .53 Feeding and care.
- .54 Breeding.
- .55 Diseases.
- .56 Chickens.
- .57 Ducks.
- .58 Turkeys.
- .59 Other.
- .6 Birds.
- .7 Dogs.
- .8 Cats.
- .9 Other.

637 Dairy farming.

.03, Cyclopedias; .05, Periodicals; .06, Societies; .07, Study and teaching; .09, History.

- .1 Milk.
- .2 Butter.
- .3 Cheese.

638 Other agricultural industries.

- .1 Bee culture.
- .2 Silkworm culture.
- .3 Fish culture.
- .4 Trapping.

639 U. S., State, and foreign government documents.**MAGAZINES.**

Magazines are a useful adjunct to the school library, but by no means take the place of good books. For the convenience of teachers and school librarians the following list is reprinted from Teaching, v. 3, no. 2, Dec. 15, 1916.

MAGAZINES FOR TEACHERS AND SCHOOL LIBRARIES.

Compiled by W. H. KERR, Librarian, Kansas State Normal School, Emporia.

[Publishers' list prices are quoted. Apply to any bookseller or magazine agent for "club" prices if you subscribe to more than one periodical. Some of the notes below are from a list published by the Newark Public Library.]

Agricultural index. Bi-mo. Write publishers, H. W. Wilson Co., New York, N. Y., for price, giving list of periodicals your library receives. An invaluable aid in discovering useful agricultural material.

American cookery. Mo. \$1.50 per year. Boston, Mass. Formerly the Boston Cooking School magazine.

American Library Association booklist. Mo. \$1. Chicago. Dependable list and annotations of current books in all fields.

American penman. Mo. \$1. New York. Useful in penmanship work.

American physical education review. Mo. \$3. Springfield, Mass. Athletics as a school subject, hygiene, recreation.

American school. Mo. \$1.50. Milwaukee. "For those who organize, administer, and supervise."

- American school board journal. Mo. \$2. Milwaukee. Administration of schools, medical inspection, supplies, furniture.
- Atlantic educational journal. Mo. \$1.25. Baltimore. Methods, pageantry, plans, news.
- Atlantic monthly. Mo. \$4. Boston. Of real value in school work, because of its high and sensible standard for essay and story.
- Aus Nah und Fern. Qr. 50 cents. Chicago. Useful for teaching German.
- Bird lore. Bi-mo. \$1. Harrisburg, Pa. Study and protection of birds.
- Boys' life. Mo. \$1. New York. Official Boy Scouts magazine. Wholesome.
- Breeders' gazette. W. \$1. Chicago. Useful wherever agriculture is taught.
- Business educator. Mo. \$1. (Teachers' ed.) Columbus, Ohio. Suggestive for general commercial work.
- Catholic educational review. Mo. \$3. Washington, D. C. General articles and news of Catholic schools.
- Century magazine. Mo. \$4. New York. Pupils should become acquainted with periodicals of this type.
- Classical journal. Mo. \$2.50. Chicago. Especially valuable for Latin in the high school.
- Country gentleman. W. \$1. Philadelphia. Makes agriculture and country life popular. Children will read it.
- Current events. W. 40 cents. Chicago. Useful summary.
- Current history magazine. Mo. \$3. New York Times.
- Education. Mo. \$3. Boston. General articles, tendency somewhat to high-school subjects.
- Educational administration and supervision. Mo. \$2.50. Baltimore. Discussion; research, editorials.
- Educational review. Mo. \$3. New York. General articles, news notes, book reviews. Largely college and university.
- Elementary school journal. Mo. \$1.50. Chicago. Progress and achievement in elementary schools.
- English journal. Mo. \$2.50. Chicago. Extremely useful for teachers of English, especially in secondary schools.
- General science quarterly. Q. \$1.25. Salem, Mass. Very useful in its field.
- Harper's monthly. Mo. \$4. New York. Another well-edited periodical useful in school work.
- History teachers' magazine. Mo. \$2. Philadelphia. Indispensable for the history teacher.
- Independent. W. \$4. New York. One of the best general weekly newspapers, useful in school work.
- Industrial arts magazine. Mo. \$1.50. Milwaukee. Arts and manual training in industrial and trade schools.
- Journal of education. W. \$2.50. Boston. News and comment about schools throughout the country.
- Journal of educational psychology. Mo. \$3. Baltimore. Research, discussion, book reviews.
- Journal of geography. Mo. \$1. Appleton, Wis. Geography in the elementary schools.
- Journal of home economics. Mo. \$2. Baltimore. Official journal of American Home Economics Association.
- Kindergarten and first grade. Mo. \$1.50. Springfield, Mass. Articles, stories, games, songs. Indispensable to kindergartners.

- Kindergarten primary magazine. Mo. \$1. Manistee, Mich. Programs, games, paper work.
- Literary digest. W. \$3. New York. Popular and useful in school work.
- Manual training magazine. Mo. \$1.25. Peoria, Ill. Problems, designs, shop notes, news.
- Mathematics teacher. Qr. \$1. Lancaster, Pa. Useful articles and reviews.
- Mentor. Twice monthly. \$3. New York. Useful because of the six-picture gravures in each number.
- National geographic magazine. Mo. \$2.50. Washington, D. C. Intensely interesting. Pictures valuable for reference.
- Nature study review. Mo. \$1. Ithaca, N. Y. Scientific study of nature in the schools.
- New republic. W. \$4. New York. Original, stimulating, well-written. Useful in debate, civics, etc.
- Normal instructor and primary plans. Mo. \$1.50. Dansville, N. Y. Plans for lessons, paper work, special day exercises.
- Outlook. W. \$4. New York. Valuable general reference.
- Playground. Mo. \$2. New York. Official organ of the Playground and Recreation Association of America. New features in playgrounds, apparatus, games.
- Popular educator. Mo. \$1.50. Boston. Plans, helps, and generally useful material for the lower grades.
- Popular mechanics. Mo. \$1.50. Chicago. This and the next entry are rightfully popular with boys.
- Popular science monthly. Mo. \$1.50. New York. Inventions, mechanics, electricity, all fields of science.
- Psychological clinic. Mo. \$1.50. Philadelphia. Largely devoted to deficient and delinquent children.
- Quarterly journal of public speaking. Q. \$2. Menasha, Wis. Public speaking, debate, oral English. Articles and discussion.
- Readers' guide. Mo. Write publishers, H. W. Wilson Co., White Plains, N. Y., for price, giving list of magazines your school receives. Indispensable index to the leading magazines. If you receive eight magazines, this index will multiply their value several times.
- Saint Nicholas. Mo. \$3. New York. Deservedly popular with children.
- School and home education. Mo. \$2. Bloomington, Ill. Pungent editorials, articles, news, parent-teacher department.
- School and society. W. \$3. Garrison, N. Y. Schools of all kinds and progress in education; notices of research.
- School arts magazine. Mo. \$2. Boston. Plans and suggestions for drawing and art teachers.
- School music. Bi-mo. 50 cents. Keokuk, Iowa. For music teachers and supervisors.
- School review. Mo. \$1.50. Chicago. Secondary school matters and movements.
- School science and mathematics. Mo. \$2. Mount Morris, Ill. For secondary school teachers. Stresses science.
- Scientific American. W. \$4. The world's progress in science, invention, engineering, and industrial and commercial achievements.
- Scribner's magazine. Mo. \$3. New York. Has an enviable record for excellence of short stories and general material. Teachers may well encourage periodicals like Atlantic, Century, Harper, and Scribner as wholesome antidotes for the popular sort.
- Story teller's magazine. Mo. \$1.50. New York. Useful for kindergarten and primary.

- Teachers' college record. Bi-mo. \$1.50. New York. Valuable monographs.
 Wohelo. Mo. \$1. New York. Official organ of the Camp Fire Girls.
 World's work. Mo. \$3. Garden City, N. Y. An interpreter of current events.
 Advocates better schools, better financial methods, better government.
 Youth's companion. W. \$2. Boston. One of the oldest and most popular papers
 for young people.

It is assumed that one or all of the State educational journals will be on every teacher's desk.

AUTHORITIES FOR NOTES.

In using notes, the wording has sometimes been slightly changed for sake of brevity.

- A. L. A. A. L. A. catalog and A. L. A. book list.
 Adams. Adams, C. K. Manual of historical literature.
 Amer. hist. rev. American historical review.
 Baker. Baker. Descriptive guide to the best fiction.
 Berry. Josephine Berry, College of Agriculture, St. Paul.
 Bk. rev. digest. Book review digest.
 Class. jl. Classical journal.
 Cum. bk. index. Cumulative book index.
 Davis. William Stearns Davis, professor of history, University of Minnesota.
 Educ. rev. Educational review.
 Eng. hist. rev. English historical review.
 Goodspeed. Goodspeed, G. S. History of the ancient world.
 Hopkins. Hopkins. Reference guides.
 Kroeger. A. L. A. Guide to reference books.
 Larned. Larned, ed. Literature of American history.
 Leypoldt & Iles. Leypoldt & Iles, ed. List of books for girls and women and their clubs.
 Munro. D. C. Munro.
 N. Y. New York State Library. Best books (annual).
 Nield. Nield. Guide to historical-novels.
 Oregon. Oregon State Library. Lists of books for school libraries.
 Pittsburgh. Carnegie Library of Pittsburgh. Catalogs.
 Political science. Political science quarterly.
 Pratt. Pratt Institute Free Library. (Brooklyn.) Bulletin.
 Pub. Note from publishers' catalogs and announcements.
 Pub. wkly. Publishers' weekly.
 Sewell. Harriet Sewell, librarian, University of Minnesota—College of Agriculture.
 Wells. Wells, ed. Literature of American history.
 Wisconsin. Wisconsin Library Commission Bulletin.
 Wyer. Wyer. Bibliography of education (annual).

GENERAL REFERENCE BOOKS.

[In some States, dictionaries, encyclopedias, and expensive sets, may not be purchased with the state aid for libraries. For this reason, the following list is included in the Introduction, rather than in the main body of the list.]

DICTIONARIES.

1. Century dictionary and cyclopedia, with a new atlas of the world; a work of general reference in all departments of knowledge. Rev. and enl. ed. 12 v. Century.
 \$75 11—31934/5
2. Funk & Wagnalls' new Standard dictionary of the English language. Funk. \$14
 14—3484/2

3. **Webster, Noah.** Collegiate dictionary. 3d ed. Merriam. \$3
Largest abridgment of the New International. 100,000 words and phrases. 16—16244/2
4. ——— New international dictionary of the English language, based on the International dictionary of 1890 and 1900. Merriam. \$14 16—588/2

ENCYCLOPEDIAS.

5. **Boyle, Andrew, ed.** Everyman encyclopedia. 12 v. Dutton. (Everyman's library) (Library binding) \$6
Articles are concise and accurate and though many are written from the English standpoint, the work is general in scope and a fair amount of space is given to American subjects. Type very small but legible. R030 14—74/3
6. New international encyclopedia; ed. by F. M. Colby and Talcott Williams. 2d ed. 24 v. Dodd. \$144
A carefully revised, reset, and largely rewritten edition. Liberal additions to subjects of growing interest, notably technology; expansion and revision of older articles; additions and alterations in plates and maps. R030 14—9561/2

SETS VALUABLE IN THE HIGH SCHOOL LIBRARY.

[These may usually be obtained from a dealer in remainders and second-hand books, at a great saving in price.]

7. **Bailey, L. H., ed.** Cyclopedia of American agriculture; a popular survey of agricultural conditions, practices, and ideals in the United States and Canada. 4 v. Macmillan. \$20
CONTENTS: v. 1, Farms. v. 2, Crops. v. 3, Animals. v. 4, Farm and community. R630 7—8529/3
8. ——— Standard cyclopedia of horticulture. 6 v. Macmillan. \$6
Complete revision of the earlier work. Includes European plants offered in American markets and some of the species of our insular possessions. Many plates and drawings. R634 14—6168/3
9. Cyclopedia of American government, ed. by A. C. McLaughlin and A. B. Hart. 3 v. Appleton. \$21.50
Covers the mechanism of government in the United States, Canada, Central and South America with some treatment of the polity of European government. Topics in social welfare, public hygiene, and social service are included. A. L. A. R320 14—10093/3
10. **Garnett, Richard, and Gosse, Edmund.** English literature; an illustrated record. 4 v. Grosset. \$12
Now out of print, but may be picked up at second-hand dealers. R820 4—1596/2
11. **Larned, J. N., ed.** History for ready reference, from the best historians, biographers, and specialists; their own words in a complete system of history. Rev. ed. 7 v. Nichols. \$38
Obtainable only through agents. R900 1—10877/3
12. **Traill, H. D., and Mann, J. S., eds.** Social England; a record of the progress of the people in religion, laws, learning, arts, industry, commerce, science, literature, and manners, from the earliest times to the present day. (New illustrated ed.) 12 v. Putnam. \$35
R914 4—17441/4
13. **Warner, C. D., and others, eds.** Library of the world's best literature, ancient and modern. 31 v. Warner. \$77.50
CONTENTS: v. 1-27, A-Z. v. 28, Songs, hymns, and lyrics. v. 29, Biographical dictionary. v. 30, Synopses of books. General index. v. 31, Index guide. R808 99—1213/8

LIBRARY BOOKS FOR HIGH SCHOOLS.

GENERAL REFERENCE BOOKS.

[Because of size, or usefulness for ready reference, these books are usually kept on special shelves near the librarian's desk.

Class number is preceded by R.

Reference books of ordinary size and especially valuable for one class are listed with that class.]

YEAR BOOKS.

14. American year book: a record of events and progress; *ed.* by F. G. Wickware. (Annual) Appleton. \$3 11—1626/5
R030
15. New international year book; compendium of the world's progress; *ed.* by F. M. Colby. (Annual) Dodd. \$5 8—19149/3
Continues the New international encyclopedia.
R030

STATISTICS AND SOCIAL QUESTIONS.

16. Bliss, W. D., and Binder, R. M., *eds.* New encyclopedia of social reform. 3d ed. Funk. \$7.50 E12—1091/4
Includes all social-reform movements and activities, and the economic, industrial, and sociological facts and statistics of all countries and all social subjects.
R300
17. Hopkins, A. A. Our country and its resources. Munn. (Scientific American series) 17—174/3
R917.3
18. Statesman's year-book. (Annual) Macmillan. \$3.50 4—3776/3
Statistical and descriptive information revised every year. Arrangement: British empire first, followed by other countries of the world in alphabetic order.
R310
19. Walsh, W. S. Curiosities of popular customs. Lippincott. \$3.50 4—11323/2
Gives origins of holidays, rites, ceremonies, and observances, particularly those relating to religion.
R390
20. World almanac and encyclopedia. (Annual) Press pub. (cloth) \$0.60 4—3781/2
Brief information covering a great variety of subjects, and useful, recent statistics.
R310

SCIENCE. USEFUL ARTS.

21. Hiscox, G. D., *ed.* Henley's twentieth century formulas, recipes, and processes, containing 10,000 selected household and workshop formulas, recipes, processes, and money-saving methods for the practical use of manufacturers, mechanics, housekeepers, and home workers. 1914 ed., rev. Henley. \$3 14—972/4
R600

LITERATURE.

22. Bartlett, John, *comp.* Familiar quotations. 10th ed. Little. \$3 16—12065/3
Passages, phrases, and proverbs traced to their sources in ancient and modern literature. Subtitle.
R808.3

23. **Brewer, E. C.** Reader's handbook. Lippincott. \$2.50
Allusions, references, plots, and stories. Sub-title. Appendix gives a list under titles of dramas and operas with their authors and dates.
n808.3 17—21099/4

24. **Hoyt, J. K.** Cyclopedia of practical quotations. Funk. \$6
English, Latin, and modern foreign languages. Sub-title. No Bible quotations.
n808.3 4—13801/3

GEOGRAPHY. HISTORY.

25. Atlas of ancient and classical geography. Dutton. (Everyman's library) Library binding) \$0.50
n912 A10—34/2

26. **Bartholomew, J. G.** Literary and historical atlas of America. Dutton. (Everyman's library) (Library binding) \$0.50
Maps and plans of notable battles and gazetteer of towns and places having literary and historical interest. Gives also a brief survey of coinage of North and South America.
n912 A11—2574/3

27. ——— Literary and historical atlas of Europe. Dutton. (Everyman's library) (Library binding) \$0.50
Similar to above.
n912 A11—1194/3

28. Century atlas of the world; ed. by B. E. Smith. Century. \$9
v. 12 of the Century dictionary, but sold separately.
n912 3—735/2

29. **Haydn, J. T.** Dictionary of dates and universal information relating to all ages and nations. 25th ed. Putnam. \$7
Alphabetic arrangement under the name of event, place, etc. Alphabetic index gives dates of persons and events. Kroeger.
n900 15—22630/4

30. Lippincott's new gazetteer of the world; ed. by Angelo and Louis Heilprin. Lippincott. \$10
Comprehensive, alphabetically arranged, gives description and information of places, with pronunciation. Kroeger.
n912 12—314/2

31. **Muir, Ramsay.** Hammond's new historical atlas for students. 2d ed. Hammond. \$3.50
n912 15—11237/3

32. **Peck, H. T., ed.** Harper's dictionary of classical literature and antiquities. Amer. bk. \$6
Covers biography, geography, history, literature, and mythology as well as archaeology.
n912 1—20387/3

33. Rand, McNally & co.'s new imperial atlas of the world. Rand. \$1.75
Commercial atlas, frequently revised and good for the price.
n912 Maps 11—11/2

34. **Shepherd, W. B.** Historical atlas. Holt. (American historical series) \$2.50
Scholarly, accurate, and comprehensive. A. L. A.
n912 Maps 12—8/2

35. **Smith, E. F., comp.** Dictionary of dates brought down to the present day. Dutton. (Everyman's library) (Library binding) \$0.50
n900 A11—2576/3

36. **Smith, Sir William.** Smaller classical dictionary; ed. by E. H. Blakeney. Dutton. (Everyman's library) (Library binding) \$0.50
Based on Smith's Classical dictionary, but recast and brought to date by the addition of new articles and illustrations. Pub.
n912 A11—1781/2

BIOGRAPHY.

37. **Century cyclopedia of names.** Century. \$7
Pronouncing and etymological dictionary of names in geography, biography, mythology, history, ethnology, art, archaeology, fiction. Sub-title.
v. II of the Century dictionary, but sold separately.
R920 16—20014/3
38. **Dictionary of national biography; index and epitome; ed. by Sidney Lee.** 2d ed. Macmillan. \$7.50
Summary of the Dictionary, every person mentioned there receiving brief notice. More than 30,000 articles. British subjects only.
R920 8—37728/4
39. **Lippincott's universal pronouncing dictionary of biography and mythology.** 4th ed. Lippincott. \$10
Pronunciation of names, sketches of lives of persons, and bibliographic references.
R920 15—21465/3
40. **United States Congress.** Official congressional directory. Govt. printing office. Supt. of documents. Free.
Issued for each session of Congress. Directory of members of Congress; official duties of government departments; foreign consuls and other items connected with the government. Hopkins.
R920 6—35330/3
41. **Who's who: an annual biographical dictionary.** Macmillan. \$3.75
Concise information regarding prominent living English people. Includes a few Americans.
R920 4—16933/6
42. **Who's who in America: a biographical dictionary of notable living men and women of the United States, ed. by A. N. Marquis.** (Biennial) Marquis. \$5
R920 4—16934/2

CLASS NO. 020 LIBRARY ECONOMY.

[For a general discussion of the high-school library see: Ward, Gilbert. The high-school library. A. L. A. 10 cents.]

43. **American library association.** A. L. A. catalog, 1904-11; ed. by E. L. Bascom. A. L. A. \$1.50
Supplement to the A. L. A. catalog, 1904, and is continued by the A. L. A. booklist. 1904.
3,000 titles listed by class. Annotations are given, also subject headings and Library of Congress card numbers.
12—16399/3
44. ——— **List of subject headings for use in dictionary catalogs; rev. by M. G. Briggs.** 3d ed. A. L. A. \$2.50 17—11410/4
45. **Bostwick, A. E.** **American public library.** Appleton. \$1.75
Survey of the library movement, and some details of processes and problems. A. L. A.
17—17641/3
46. **Dewey, Melvil.** **Abridged decimal classification and relative index.** 2d ed. (1915) Forest press. \$1.50
Manual of classification sufficiently detailed for most schools.
16—26799/2
47. **Fay, L. E., and Eaton, A. T.** **Instruction in the use of books and libraries.** Boston bk. \$2.25
Text on the selection and administration of school libraries and their use. Includes lists.
15—12423/7
48. **Hitchler, Theresa.** **Cataloging for small libraries.** Rev. ed. A. L. A. \$1.50
Discussion of principles and practices with many illustrative examples and sample cards.
15—16890/2

49. **Hopkins, F. M.** Reference guides that should be known and how to use them. Willard. \$1.50
Eight groups of graded lessons on the use of reference books for English courses in high and normal schools. 16—9297/2

50. **Mann, Margaret.** Subject headings for use in dictionary catalogs of juvenile books. A. L. A. \$1.50
Guide for subject cataloging in the high school library.
Also useful in assigning subjects to pamphlet files. 16—3935/2

51. **Readers' guide to periodical literature.** (Cumulated) Annual volumes. Wilson. 1916.
Indexes 67 periodicals under author and subject. Titles entries given for fiction and distinctive titles. Includes some educational as well as general periodicals.
For price, address H. W. Wilson co., New York.
Continued by monthly numbers. 5—14769/5

52. **Ward, G. O.** Practical use of books and libraries. 3d ed. Boston bk. \$1.25
Elementary chapters on books, their structure, parts, and reference use. 17—178/4

CLASS NO. 150 PSYCHOLOGY.

53. **Angell, J. B.** Psychology. 4th ed. Holt. \$1.60
Unites general psychology and experimental studies. A. L. A. 8—16955/2

54. **Dewey, John.** How we think. Heath. \$1.20
Study of the process as applied to training children to scientific habits of thought. A. L. A. 10—7809/3

55. **James, William.** Psychology. Holt. (American science series, briefer course) \$1.60 7—32166/2

56. **Thorndike, E. L.** Educational psychology. 2d ed. Teachers college. \$1.50 10—16662/2

CLASS NO. 170 CONDUCT OF LIFE. ETHICS.

57. **Bennett, Arnold.** How to live on 24 hours a day. Doran. \$0.50
Plea for the employment of spare moments in self-cultivation. A. L. A. 10—29101/3

58. **Cabot, Mrs. E. L.** Everyday ethics. Holt. \$1.25
Simple questions of right and wrong for young people from 13 to 18. A. L. A. 6—33635/3

59. **Conklin, M. G.** Conversation; what to say and how to say it. Funk. \$0.75
Relates anecdotes, actual blunders, and wise dicta of Stevenson, Mahaffy, Sydney Smith, and other conversationalists. A. L. A. 12—26266/2

60. **Fowler, N. C.** How to save money. McClurg. \$1
Practical advice on economy, on systematic saving and safe investment. A. L. A. 12—4193/4

61. **Griggs, E. H.** Use of the margin. Huebsch. \$0.50
Suggestions for the use of the time left after the payment of most of the capital, 24 hours a day, for the running expenses of living. 7—41496/3

62. **Gulick, L. H.** Mind and work. Doubleday. \$1.35
Stimulating, practical talks on the relation between mental condition and physical efficiency. A. L. A. 8—26028/3

63. **Hale, E. E.** How to do it and How to live. Little. \$1.50
Familiar chapters on everyday matters. 0—1714/4

64. **James, William.** On some of life's ideals; On a certain blindness in human beings; What makes a life significant. Holt. \$0.50
Reprinted from *Talks to teachers on psychology.* A12—1284/3
65. **Knox, G. H.** Leadership. Personal help pub. \$1.55
9—15408/4
66. ——— Ready money. Personal help pub. \$1.55
5—5448/3
67. **Lorimer, G. H.** Letters from a self-made merchant to his son. Grosset. \$0.75
E14—1015/4
68. **MacGregor, T. D.** Book of thrift. Funk. \$1
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 14—18679/4
220. **Robbins, E. C., comp.** *Selected articles on a central bank of the United States.* Wilson. (Debaters' handbooks) \$1.25 10—19375/4
221. ——— *Socialism.* Wilson. (Handbook series) \$1.25 15—25080/2
222. **Ryan, Oswald.** *Municipal freedom.* Doubleday. (American books) \$0.60
 Study of the commission government. Title.
 15—11481/3

223. **Seager, H. R.** Economics; briefer course. Holt. \$1.75 9—2542/2
224. **Seligman, E. R. A.** Principles of economics, with special reference to American conditions. 7th ed. Longmans. (American citizen series) \$2.50
17—18178/3
225. **Spargo, John.** Bitter cry of the children. Macmillan. \$1.50
Poverty as it affects children. Studies the evils resulting from work of children under the legal age in factories and mines and suggests remedies. A. L. A.
6—5679/4
226. **Tarbell, I. M.** Tariff in our times. Macmillan. \$1.50 11—26206/2
227. **Taussig, F. W.** Principles of economics. 2d ed. 2 v. Macmillan. \$4
Deals with the industrial conditions of modern countries, but most of all with those of the United States. Bk. rev. digest.
15—10737/3
228. ——— Tariff history of the United States. 6th ed. Putnam. \$1.50
14—4907/2
229. **Towne, E. T.** Social problems; a study of present-day social conditions. Macmillan. (Social science textbooks) \$1 16—13754/3
230. **Wellman, F. L.** Day in court; or, The subtle arts of great advocates. Macmillan. \$2.25 10—4347/4
231. **Willis, H. P.** Federal reserve; a study of the banking system of the United States. Doubleday. (American books) \$1 15—24951/2
232. **Wyckoff, W. A.** The workers; The East. Scribner. \$1.25
Experience of a college-bred investigator, working as builder's helper, summer hotel porter, farmhand, in a Pennsylvania logging camp and while tramping between places. N. Y.
3—25418/3
233. ——— The workers; The West. Scribner. \$1.50
Further experiences as a day laborer in Chicago and in working his way westward to Pacific coast. N. Y.
98—1367/4

CLASS NO. 370 EDUCATION.

[Books on the teaching of a particular subject are listed with that subject.

The high-school library is primarily for the high-school students and a large amount of money can not be expended in duplicating the special and current books on educational subjects, which are found in the professional library of the high-school teacher.

Inexpensive sources of information on subjects of educational discussion are:

N. E. A. Proceedings (annual). Obtained by membership in the National education association.

U. S. Bureau of education. Annual report of the commissioner.

U. S. Bureau of education. Bulletin. Free.]

234. **Briggs, L. B. R.** College life. Houghton. \$0.40
Selections from School, college, and character, and from Routine and Ideals. E13—1029/4
235. ——— Girls and education. Houghton. \$1
CONTENTS: To the girl who would cultivate herself.—To schoolgirls at graduation.—To college girls.—College teachers and college taught.
11—26497/3
236. ——— School, college, and character. Houghton. \$1 1—26245/3
237. **Brown, H. D.** Talks to freshman girls. Houghton. \$0.75
Suggestive and inspiring. A. L. A.
14—17213/4

238. **Dewey, John.** Democracy and education. Macmillan. \$1.50
An introduction to the philosophy of education. Sub-title.
16—7522/3
239. ——— **and Dewey, Evelyn.** Schools of to-morrow. Dutton. \$1.50
Study of educational theories, illustrated by practices found in schools in various parts of the United States. A. L. A.
15—12861/3
240. **Dexter, E. G.** History of education in the United States. Macmillan. \$2
4—21687/2
241. **Henderson, C. H.** What is it to be educated? Houghton. \$1.50
Practical suggestions on the education which is to live in the spirit, to identify one's self with life.
14—11291/3
242. **Jordan, D. S.** Care and culture of men. Whitaker. \$1.25
Practical and inspirational addresses on higher education and student life.
10—14580/3
243. **Palmer, G. H., and Palmer, A. F.** The teacher: Essays and addresses on education. Houghton. \$1.50
8—32424/5
244. **Phelps, W. L.** Teaching in school and college. Macmillan. \$1
Phases of teaching, especially stimulating on English teaching.
12—21409/3
245. **Sandwick, B. L.** How to study and what to study. Heath. \$0.60
The coaching idea of athletics applied to studies. Informal talks to young students. A. L. A.
15—23620/3
246. **Women's educational and industrial union, Boston.** Department of research. Public schools and women in office service; *ed.* by May Allison. Women's educ. & indust. union. \$0.80
Aims to present the business, economic, and social conditions confronting commercial high schools. A. L. A.
E15—355/4
- CLASS NO. 373. HIGH SCHOOLS.**
247. **Johnston, C. H., ed.** High school education. Scribner. \$1.50
Discusses the problems of class-room instruction. A. L. A.
12—6877/4
248. ——— **Modern high school.** 2d rev. ed. Scribner. \$1.75
Discusses the strictly socializing work of the school.
17—285/4
249. **Judd, C. H.** Psychology of high-school subjects. Ginn. \$1.50
Application is made to the teaching of mathematics, English, foreign languages, industrial courses, science, history, and also to the general problems of secondary education.
15—14303/3
250. **King, Irving.** High-school age. Bobbs. (Childhood and youth series) \$1.25
Study of the physical, intellectual, and emotional characteristics of young people in their teens.
14—12489/3
251. **Lewis, W. D.** Democracy's high school. Houghton. (Riverside educational monographs) \$0.70
Suggestive to those who feel that the high school should meet the needs of the 90 per cent who never go to college. A. L. A.
14—15713/3
252. **Parker, S. C.** Methods of teaching in high schools. Ginn. \$1.50
Suggests adapting instruction to contemporary social needs, basing methods on psychological principles and applying principles of scientific management.
15—5315/5

253. **Stout, J. E.** The high school; its function, organization and administration. Heath. \$1.50 14—22153/2

CLASS NO. 375.62. INDUSTRIAL EDUCATION.

(See also Class 607.)

254. **Carlton, F. T.** Education and industrial evolution. Macmillan. (Citizen's library of economics, politics and sociology) \$1.25
On education of women, industrial and trade education, technical and commercial education. 8—28067/4
255. **Cooley, E. G.** Vocational education in Europe. McClurg. \$1
Report to the Commercial club of Chicago. 12—40582/2
256. **Crawshaw, F. D.** Manual arts for vocational ends. Manual arts. \$0.85
12—15485/3
257. **Dean, A. D.** Worker and the state. Century. \$1.25
Study of education for industrial workers. 10—25704/4
258. **Leavitt, F. M.** Examples of industrial education. Ginn. \$1.25
12—16596/4
259. ——— and **Brown, Edith.** Prevocational education in the public schools. Houghton. \$1.25
Discusses the need, the development of the movement, and presents some of the subjects in detail. A. L. A. 15—20990/4
260. **Person, H. S.** Industrial education. Houghton. \$1
A system of training for men entering upon trade and commerce. Sub-title. 7—22413/3
261. **Snedden, D. S.** Problem of vocational education. Houghton. (Riverside educational monographs) \$0.40
10—16016/4

CLASS NO. 378. COLLEGES AND UNIVERSITIES. COLLEGE LIFE.

[College catalogs, which may be obtained upon application to the institutions, should be on file in high-school libraries, and may be classed in this number.
Stories of college life are classed in Fiction.]

262. **Collins, V. L.** Princeton. Oxford. (American college and university series) \$2
This series of monographs gives history, organization, life, and spirit of the college or university treated. Illustrated. 14—10895/2
263. **Converse, Florence.** Story of Wellesley. Little. \$2 15—22285/3
264. **Cooper, C. S.** Why go to college? Century. \$1.50
Popular chapters, analyzing the characteristics of undergraduates and the education offered them and the effect of college education on after life. A. L. A. 12—23109/4
265. **Crawford, M. C.** College girl of America and the institutions which make her what she is. Page. \$1.25
Account of history, government, aims, spirit, athletics, and social life of principal women's colleges. Photographic illustrations. Literary world. 4—30600/4
266. **Gardiner, J. H.** Harvard. Oxford. (American college and university series) \$2
14—19680/2

267. **Gauss, C. F.** Through college on nothing a year, literally recorded from a student's story. Scribner. \$1
15—20992/4
268. **Hancock, H. I.** Life at West Point, Putnam. \$1.50
The making of the American army officer; his studies, discipline, and amusements. Sub-title.
2—15895/3
269. **Hyde, W. D.** College man and the college woman. Houghton. \$1.50
On the function and value of college life, and the spirit, ideals, problems, and possibilities of college youth. A. L. A.
6—8282/4
270. **Keppel, F. P.** Columbia. Oxford. (American college and university series)
\$2
14—6834/2
271. **Parkin, G. R.** The Rhodes scholarships. Houghton. \$2
An account of their origin, conditions, and management, prefaced by a sketch of Rhodes' life.
A. L. A.
12—27616/4
272. **Sharpless, Isaac.** American college. Doubleday. (American books) \$0.60
Aims and methods of the smaller American college as distinguished from the large university.
15—11679/3
273. **Slosson, E. E.** Great American universities. Macmillan. \$2.50
CONTENTS: Harvard.—Yale.—Princeton.—Leland Stanford Junior.—University of California.—University of Michigan.—University of Wisconsin.—University of Minnesota.—University of Illinois.—Cornell.—University of Pennsylvania.—Johns Hopkins.—University of Chicago.—Columbia.
10—24492/14
274. **Taylor, J. M., and Haight, E. H.** Vassar. Oxford. (American college and university series) \$2
15—15161/2
275. **Wilson, C. D.** Working one's way through college and university. McClurg.
\$1
A guide to opportunities to earn an education at American colleges and universities. Title.
12—10763/3

CLASS NO. 380. COMMERCE. COMMERCIAL GEOGRAPHY.

(See also Class 650.)

276. **Day, Clive.** History of commerce. New ed. Longmans. \$2
Covers ancient, medieval, modern, and recent commerce. The commerce of the United States separately considered. A. L. A.
14—13944/2
277. **Freeman, W. G., and Chandler, S. E.** World's commercial products. Ginn. (School ed.) \$3
Descriptive account of the economic plants of the world and their commercial uses. Title.
7—22705/3
278. **Gibbins, H. De B.** History of commerce in Europe. 2d ed. Macmillan.
\$1.20
5—41932/2
279. **Herbertson, A. J., and Herbertson, F. D.** Man and his work; an introduction to human geography. 2d ed. Macmillan. \$0.60
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280. **Hungerford, Edward.** Modern railroad. McClurg. \$1.75
Popular account of the development, building, equipment, and management.
11—29705/3

281. **Johnson, E. R.** Elements of transportation. Appleton. \$1.75
Discussion of steam railroad, electric railway, and ocean and inland water transportation. 9—26313/3
282. **McFarland, Raymond.** History of the New England fisheries. Appleton.
(University of Pennsylvania. Series in political economy and public law) \$2
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Shows that the industrial arts originated with and owed their early development chiefly to woman. A. L. A. 4—8998/4
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Emphasis on economic features and commerce, rather than on geography. 10—23971/2
288. **Smith, J. B.** Industrial and commercial geography. Holt. \$3.50
Part 1, Economic activities grouped by industries. Part 2, Trade routes and commerce. A. L. A. 13—20156/4
289. ——— Story of iron and steel. Appleton. \$0.85
Processes of iron and steel manufacture, and the economic importance of the product and the industry. A. L. A. 8—5612/3
290. **Spears, J. R.** Story of the American merchant marine. Macmillan. \$1.50
Our seafaring trade in the 17th and 18th centuries; the decline of the carrying industry when steam displaced sail; argues for efficient nautical education and against subsidies as a means of reviving the American merchant marine. A. L. A. 15—20135/2
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Gives attention to both animal and mineral products. A. L. A. 6—5158/2
294. **Tower, W. S.** Story of oil. Appleton. \$1.10
Untechnical account of oil and the petroleum industry, giving processes and uses. A. L. A. 9—16457/3
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296. **Warman, Cy.** Story of the railroad. Appleton. \$1.40
Picture of the life of the man who built the trans-continental lines and a history, in brief, of the five principal companies whose roads have crossed the continent. Literary world. 4—18073/4

CLASS NO. 398. FOLKLORE. LEGENDS.

(See also Class 290, Mythology.)

297. **Baldwin, James.** *The Sampo.* Scribner. \$2
 Hero adventures from the Kalevala, woven into a narrative concerning the making of the "Sampo," or Mill of fortune. A. L. A.
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298. ——— *Story of Roland.* Scribner. (Heroes of the olden time) \$1.50
 The daring feats and great exploits of Roland, worthiest of the barons of France, and those of Oliver and Reinold and Ogier the Dane. Pittsburgh.
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 A modern version sometimes following the Eddas, sometimes the Nibelungen lay, and some times differing from both. Buffalo.
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300. **Carroll, Lewis, pseud.** *Alice's adventures in wonderland;* illus. by Arthur Rackham. Doubleday. \$2
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301. **Chapin, A. A.** *Story of the Rhinegold (Der ring des Nibelungen),* told for young people. Harper. \$1.25
 The four stories of the Nibelungenlied woven into a continuous narrative.
 10—8201/3
302. ——— *Wonder tales from Wagner.* Harper. \$1.25
 Contains the sea-myth of the flying Dutchman, the legend of Tannhauser, the stories of Lohengrin, of Tristan and Isolde, and of Hans Sachs. Pittsburgh.
 W8—11/3
303. **Church, A. J.** *Heroes of chivalry and romance.* Macmillan. \$1.75
 CONTENTS: Story of Beowulf.—King Arthur and the Round table.—Treasure of the Nibelungs. Colored illustrations.
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 CONTENTS: William and the werewolf.—King Robert of Sicily.—Sir Cleges and the cherries.—Sir Gawain and the Green Knight.—Fair unknown.—King Horn.—Seven wise masters.—Sir Degoré and the broken sword.—Guy of Warwick.—Ash and the hazel.—Flores and Blanche fleur.—Annys and Annyleon.—Havelok the Dane.
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305. **French, Allen.** *Heroes of Iceland; adapted from Dassent's translation of The Story of Burnt Njal.* Little. \$1.50
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306. ——— *Story of Grettir the Strong.* Dutton. \$1.25
 Good form of Grettis saga for reading and a vigorous and interesting narrative. A. L. A.
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307. **Gregory, Augusta, Lady, tr.** *Cuchulain of Muirthemne; the story of the men of the Red Branch of Ulster.* Scribner. \$2
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308. **Guerber, H. A.** *Legends of the middle ages.* Amer. bk. \$1.50
 Narrated with special reference to literature and art.
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309. ——— *Legends of the Rhine.* Barnes. \$1.50
 PARTIAL CONTENTS: Last of the Templars.—The pet raven.—Haunted castle.—Ghost feast.—Robber knight.—Hoard of gold. Pittsburgh.
 4—22059/4

310. **Harris, J. C.** *Uncle Remus, his songs and his sayings.* Appleton. \$2.25
Contains among other negro folk tales the Wonderful tar baby story, and Old Mr. Rabbit, he's a good fisherman.
8—22801/4
311. **Higginson, T. W.** *Tales of the enchanted islands of the Atlantic.* Macmillan.
\$1.50
Legends of Atlantis, the island of perpetual youth, Lancelot's Isle, the Isle of demons. N. Y.
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312. **Mabinogion.** *Knightly legends of Wales; or, The boy's Mabinogion, being the earliest Welsh tales of King Arthur in the famous red book of Hergest; ed. by Sidney Lanier.* Scribner. \$2
4—10451/4
313. **Macleod, Mary.** *The book of King Arthur and his noble knights; from Sir Thomas Malory's Morte d'Arthur.* Stokes. \$1.50
3—25408/3
314. **Malory, Sir Thomas.** *Boy's King Arthur; being Sir Thomas Malory's history of King Arthur and his knights of the Round table; ed. by Sidney Lanier.* Scribner. \$2.50
17—28104/4
315. ——— *La morte d'Arthur.* Dutton. (Everyman's library) (Library binding) 2 v. \$1.20
A10—41/3
316. **Pyle, Howard.** *Merry adventures of Robin Hood, of great renown in Nottinghamshire.* Scribner. \$3
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317. ——— *Story of King Arthur and his knights.* Scribner. \$2.25
Expensive, but beautiful in thought, expression, and illustration. The most attractive of the King Arthur books. Oregon.
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318. **Renninger, E. D.** *Story of Rustem, and other Persian hero tales from Firdusi.* Scribner. \$1.50
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319. **Schmidt, Ferdinand.** *The Nibelungs; tr. McClurg.* (Life stories for young people) \$0.50
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320. **Skinner, C. M.** *Myths and legends of our own land.* 2 v. Lippincott. \$3
Myths, traditions, and curious stories very briefly told. Grouped geographically. Nation.
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321. **Wilmot-Buxton, E. M.** *Stories of Persian heroes.* Crowell. \$1.50
Stories of the King of Persia, based on the Epic of the kings. A. L. A.
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322. **Comstock, A. B.** *Handbook of nature study.* Comstock. \$3.25
The material from Cornell Nature-study leaflets reprinted with additions. Includes discussion of nature study and outlines covering animal life, plant life, earth and sky; very full and profusely illustrated.
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323. **Darwin, Charles.** *Journal of researches during the voyage of H. M. S. Beagle round the world.* Dutton. (Everyman's library) (Library binding) \$0.50
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324. **Huxley, T. H.** *Autobiography and selected essays; ed. by S. E. Simons.* Appleton. (Twentieth century textbooks) \$0.40
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325. **Mills, E. A.** *Story of a thousand-year-old pine, and other tales of wild life.* Houghton. (Riverside literature series) \$0.25
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326. **Rowell, P. E.** Introduction to general science; with experiments. Macmillan. \$0.75 11—21887/3
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329. **Williams, H. S.** Miracles of science. Harper. \$2
Popular description of recent discoveries in astronomy, physics, creation of species, preventive medicine, aerial navigation. A. L. A. 13—23519/2

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330. **Ball, W. W. R.** Mathematical recreations and problems of past and present times. 3d ed. Macmillan. \$2.50 2—21424/5
331. ——— Short account of the history of mathematics. 5th ed. Macmillan. \$3 E12—986/3
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Textbook giving a review of arithmetic and problems having application to carpentry, sheet-metal work, plumbing, steam engineering, electrical work, and textile industries. A. L. A. 15—6474/3
334. **Marsh, H. W.** Industrial mathematics. Wiley. \$2
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335. **Whitehead, A. N.** Introduction to mathematics. Holt. (Home university library) \$0.50
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336. **Young, J. W. A.** Teaching of mathematics in the elementary and the secondary school. Longmans. (American teachers' series) \$1.50 7—6097/3

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337. **Ball, Sir R. S.** Star land; being talks with young people about the wonders of the heavens. Ginn. \$1
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338. **Comstock, G. C.** A textbook of astronomy. Appleton. (Twentieth century textbooks) \$1.40
Gives direct statement of principles and latest known facts, many illustrations, and popularizes the elements of astronomy without appreciable loss to science or fact. 1—31274/2
339. **Lodge, Sir O. J.** Pioneers of science. Macmillan. \$2
Account of astronomical discovery and the work of famous astronomers. 5—4504/5
340. **McKready, Kelvin, pseud.** Beginner's star-book. Putnam. \$2.75
Aims to enable anyone without technical equipment to gain a real knowledge of the sky through personal observation. Directions for studying the heavens and use of optical instruments explicit and definite. A. L. A. 12—9901/3

341. **Martin, Mrs. M. E.** Friendly stars. Harper. \$1.25
 Untechnical descriptions of the 20 brightest stars and the great constellations.. A. L. A.
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342. ——— Ways of the planets. Harper. \$1.25 12—25078/3
343. **Newcomb, Simon.** Astronomy for everybody. Doubleday. \$1.60
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344. ——— Side-lights on astronomy and kindred fields of popular science. Harper. \$2
 Popular papers on rain-making, flying machines, the fairyland of geometry, the mariner's compass, as well as various astronomical subjects. N. Y. 6—34834/5
345. **Serviss, G. P.** Astronomy with the naked eye. Harper. \$1.50
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346. ——— The moon. Appleton. \$1.75
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CLASS NO. 530. PHYSICS.

(See Class 620 for practical applications of Electricity and Engineering.)

347. **Barton, E. H.** Textbook on sound. Macmillan. \$3
 The chapters on various musical instruments are fuller and clearer than is usual in physical textbooks. A. L. A. 9—10049/2
348. **Cajori, Florian.** A history of physics in its elementary branches, including the evolution of physical laboratories. Macmillan. \$1.60 99—686/3
349. **Derr, Louis.** Photography for students of physics and chemistry. Macmillan. \$1.40
 Outgrowth of an elective series of experimental lectures at the Massachusetts institute of technology. 7—471/3
350. **Duncan, B. K.** New knowledge. Barnes. \$2.40
 Popular account of the new physics and the new chemistry in their relation to the new theory of matter. 5—10904/3
351. **Fournier d'Albe, E. E.** Wonders of physical science. Macmillan. \$0.50
 Simple accounts of the barometer, air pump, steam engine, telegraph, telephone, airships, X rays, and sketches of Archimedes, Galileo, Faraday, and others. W10—315/3
352. **Gibson, C. B.** Scientific ideas of to-day. 2d ed. Lippincott. \$1.75
 Popular chapters on atoms, electricity, ether, magnetism, energy, light, color, X rays, radium, gravitation. 9—35170/3
353. **Houston, E. J.** Wonder book of light. Stokes. \$1.50
 The nature and properties of light, instruments for special uses, etc., including chapters on color, X rays, and radioactivity, illumination, photography, rainbows, polarized light. A. L. A. 8—34626/4
354. ——— Wonder book of magnetism. Stokes. \$1.50
 Follows the same plan as the Wonder book of light, describing the mysterious force of magnetism and its uses. A. L. A. 8—31457/4
355. **Jackson, D. C., and Jackson, J. P.** Elementary book on electricity and magnetism and their applications. Macmillan. \$1.40
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356. **Lynde, C. J.** Physics of the household. Macmillan. \$1.25
Applications are taken largely from the home, and common system of weights and measures is given, in addition to the metric system. Introd.
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357. **Mach, Ernst.** Science of mechanics; *tr.* by T. J. McCormack. 2d ed. Open Court. \$2
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358. **Makower, Walter.** Radioactive substances, their properties and behavior. Appleton. (International scientific series) \$1.85
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General, semi-technical survey of the present state of the science and the trend of its development. Chapter on wireless telegraphy. A. L. A.
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361. **Smith, Alexander, and Hall, E. H.** Teaching of chemistry and physics in the secondary school. Longmans. (American teachers' series) \$1.50
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362. **Thurston, R. H.** History of the growth of the steam engine. 4th ed. Appleton. \$2.50
4—18023/2
363. **Watson, William.** Textbook of practical physics. Longmans. \$3
A comprehensive account, with careful explanation of difficult points. Pittsburgh.
7—38560/2
- CLASS NO. 540. CHEMISTRY. MINERALOGY.**
364. **Bailey, E. H. S.** Textbook of sanitary and applied chemistry; or, The chemistry of water, air, and food. 4th rev. ed. Macmillan. \$1.60
17—13814/3
365. **Brownlee, R. B., and others.** Chemistry of common things. Allyn. \$1.50
Material designed for first courses in industrial, technical, and agricultural schools, and for domestic science courses.
15—94/3
366. **Dana, E. S.** Minerals and how to study them. Wiley. \$1.50
4—5625/3
367. **Duncan, R. K.** Chemistry of commerce. Harper. \$2
Describes the application to various manufactures, and to the artificial production of substances used in making medicines, perfumes, and fertilizers. A. L. A.
7—31986/2
368. ——— Some chemical problems of to-day. Harper. \$2
Untechnical discussion of work in industrial research. A. L. A.
11—26192/3
369. **Hampson, W.** Radium explained. Dodd. \$0.50
Popular account of the relations to the natural world, to scientific thought, and to human life. Title.
5—19542/3
370. **Jones, H. C.** Introduction to physical chemistry. Macmillan. \$1.60
Brief treatment, avoiding calculus as far as possible. Chapter on solutions. Pittsburgh.
10—2957/2

371. **Kahlenberg, Louis, and Hart, E. B.** Chemistry and its relation to daily life. Macmillan. \$1.25
Textbook for students of agriculture and home economics in secondary schools. 13—13594/2
372. **Newth, G. S.** Chemical lecture experiments: nonmetallic elements. Longmans. \$2 2—26236/2
373. **Ostwald, Wilhelm.** Conversations on chemistry. 2 v. Wiley. v. 1, \$1.50; v. 2, \$2
CONTENTS: v. 1, General chemistry. v. 2, Chemistry of the most important elements and compounds. 5—1485/3
374. ——— and **Morse, H. W.** Elementary modern chemistry. Ginn. \$1
Very elementary in treatment, presenting only the simpler laws and illustrating them with simple experiments and good diagrams. A. L. A. 9—17555/3
375. **Philip, J. C.** Romance of modern chemistry. Lippincott. (Romance series) \$1.50
Gives applications to everyday life and modern industries. A. L. A. W9—331/3
376. **Sadtler, S. S.** Chemistry of familiar things. 2d rev. ed. Lippincott. \$2
Treats of light, heat, air and ventilation, water, alkalies and salts, metals, gold and silver, soil, food, fermentation, soaps, paper, leather, and glass. 16—9686/2
377. **Smith, Alexander.** Introduction to general inorganic chemistry. Century. \$2.60
Modern textbook on general chemistry for advanced students. A. L. A. 6—7325/2
378. **Snell, J. F.** Elementary household chemistry. Macmillan. \$1.25
Introductory textbook for students of home economics. Title. 14—12159/4
379. **Snyder, Harry.** Chemistry of plant and animal life. 3d ed. Macmillan. \$1.50
Agricultural chemistry. 13—18777/2
380. **Spencer, L. J.** World's minerals. Stokes. \$2.75
Important minerals, their practical uses, importance as ores, and as precious and semi-precious stones. Colored reproductions. A. L. A. 17—2694/3
381. **Thorp, F. H.** Outlines of industrial chemistry. 3d ed. Macmillan. \$3.75
Includes a chapter on metallurgy by C. D. Demond.
A technical treatise dealing with those manufactures which involve chemical processes. Useful to the student of home economics. Berry. 16—12396/3
382. **Vulté, H. T.** Household chemistry for the use of students in household arts. Chemical pub. \$1.50 17—19178/3

CLASS NO. 550, 551. GEOLOGY. PHYSICAL GEOGRAPHY.

(See also Class 380.)

383. **Chamberlin, T. C., and Salisbury, R. D.** College textbook of geology. Holt. (American science series: advanced course) \$3.50
Adapted to general reading and profusely illustrated with maps, diagrams, and photographs. A. L. A. 9—21992/2
384. **Dryer, C. R. W.** High school geography, physical, economic, and regional. Amer. bk. \$1.30
Climatic maps a special feature. 12—14735/5

385. **Dutton, C. E.** Earthquakes in the light of the new seismology. Putnam. (Science series) \$2 4—24533/2
386. **Fairbanks, H. W.** Practical physiography. Allyn. \$1.60 7—4830/2
387. **Geikie, James.** Earth sculpture; or, The origin of land-forms. Putnam. (Science series) \$2 98—1517/4
388. **Gregory, H. E., and others.** Physical and commercial geography; a study of certain controlling conditions of commerce. Ginn. \$3 10—9119/3
389. **Gregory, J. W.** Geology of to-day. Lippincott. \$1.75
Sketch of contemporary geological knowledge. A. L. A. 15—26243/2
390. **Harrington, M. W.** About the weather. Appleton. (Home reading books) \$0.70
Explains productions and peculiarities of winds, clouds, rain, snow, thunderstorms, cyclones, the methods and usefulness of weather bureau, etc. 99—5246/3
391. **Houston, E. J.** Wonder book of the atmosphere. Stokes. \$1.50
Treats of the familiar phenomena of the air. 7—40020/4
392. ——— Wonder book of volcanoes and earthquakes. Stokes. \$1.50 7—36863/4
393. **LeConte, Joseph.** Elements of geology; rev. by H. L. Fairchild. 5th ed. Appleton. \$4.50
Clear treatment of dynamic and structural geology, unenumbered by great detail. Leyboldt & Illes. 3—24837/3
394. **Longstreth, T. M.** Reading the weather. Outing. \$0.70
Explaining the atmosphere, the storm cycle, the barometer, the weather bureau, and the weather flags. 15—22983/3
395. **Moore, W. L.** Descriptive meteorology. Appleton. \$3
Intended primarily for young men entering the service. Includes all the phenomena of the air, with emphasis on weather forecasting. A. L. A. 10—9494/3
396. **Newbigin, M. I.** Modern geography. Holt. (Home university library) \$0.50 11—12725/3
397. **Paddock, M. H.** Mineral science. Paddock. \$0.65
Study of inorganic nature introductory to physics, chemistry, physiography. Title. 11—12732/2
398. **Ries, Heinrich.** Economic geology. Wiley. \$4
Account of each mineral, followed by particulars of distribution, with sketch maps, detail of use, recent statistics of production in the United States and the world, and carefully selected bibliographies. Presupposes some knowledge of geology and mineralogy. Illustrated. N. Y. 16—16212/4
399. **Russell, I. C.** Glaciers of North America. Ginn. \$1.75
Describes beginning, development, effects, and decay of glaciers, and the situation and condition of those existing on this continent. 4—4714/2
400. ——— Lakes of North America. Ginn. \$1.50 4—13334/2
401. ——— Rivers of North America. Putnam. \$2
On evolution of rivers, and their past and present effects on the earth's contours. Excellent illustrations. N. Y. 4—4716/3
402. **Salisbury, R. D.** Physiography. Holt. (American science series; advanced course) \$3.50
A textbook which provides a complete course. It outlines the work covered in the University of Chicago in a 12 weeks' course. 7—16499/2

403. **Salisbury, E. D., and others.** Elements of geography. Holt. (American science series) \$1.60

Pure physiography forms only a minor part, much economic geography being introduced. The geography of the United States is well covered, foreign countries receiving little attention. Journal of geography.

12—18744/3

404. **Shaler, N. S.** Aspects of the earth. Scribner. \$2.50

Earth movements, volcanoes, caves and cave life, rivers, valleys, atmospheric movements, American forests, origin and nature of soils. N. Y.

4—18018/3

405. ——— Man and the earth. Duffield. \$1.50

Survey of man's relations and obligations toward the earth's economic resources, with a forecast of the period when the most important of these will be exhausted. A. L. A.

5—39133/8

406. ——— Outlines of the earth's history; a popular study in physiography. Appleton. \$2

Graphic essays discussing earth's relation to stellar system, effects of atmosphere, glaciers, underground water, soil formation, rock building, etc. N. Y.

15—15248/3

407. **Tarr, R. S.** Elementary geology. Macmillan. \$1.40

More stress is placed upon the dynamic aspect of the subject than is commonly given. Preface.

4—12869/2

408. **Verrill, A. H.** Ocean and its mysteries. Duffield. \$1.25

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409. **Ward, R. D. C.** Climate, considered especially in relation to man. Putnam. (Science series) \$2

Historical material and presentation of the facts of climate. Educ. rev.

8—12801/2

CLASS NO. 570. BIOLOGY.

410. **Clodd, Edward.** Primer of evolution. Longmans. \$0.75

Condensed statement and a good general view of the theory of evolution. Leyboldt & Bea.

4—5628/3

411. **Conn, H. W.** Story of the living machine: a review of the conclusions of modern biology. Appleton. (Library of useful stories) \$0.60

99—3750/3

412. **Jordan, D. S., and Kellogg, V. L.** Evolution and animal life. Appleton. \$2.25

Discussion of the facts, processes, and theories relating to organic evolution. A. L. A.

7—29033/3

413. **Keith, Arthur.** Man. Holt. (Home university library) \$0.50

History of the human body, describing briefly its anatomy and comparing it with that of animals and tracing the evolution of the different parts. A. L. A.

12—29577/3

414. **Lloyd, F. E., and Bigelow, M. A.** Teaching of biology in the secondary school. Longmans. (American teachers' series) \$1.50

14—18896/2

415. **Locy, W. A.** Biology and its makers. Holt. \$3

Untechnical account of the rise and progress of biology, written around the lives of great leaders. A. L. A.

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416. **Schmucker, S. C.** Meaning of evolution. Macmillan. \$1.50

Popular presentation with much attention to Darwin. A. L. A.

A15—2685/3

417. **Sedgwick, W. T., and Wilson, E. B.** Introduction to general biology. Holt. (American science series) \$1.80

Interesting discussion of structure and habits of the earthworm and the fern, and their relations to their environment. A. L. A.

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418. **Seiple, E. C.** Influences of geographic environment, on the basis of Ratzel's system of anthropo-geography. Holt. \$4
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419. **Shaler, N. S.** Nature and man in America. Scribner. \$1.50
Shows how the physical development of the earth has affected organic life and influenced man physically, socially, and morally. N. Y.
4—18021/4
420. **Shute, D. K.** First book in organic evolution. Open Court. \$1.25
99—4996/4

CLASS NO. 580. BOTANY.

(See also Class no. 632, Plant husbandry, and Class no. 635, Forestry.)

421. **Armstrong, M. N., and Thomber, J. J.** Field book of western wild flowers. Putnam. \$2.50
West of the Rocky Mountains, omitting those peculiar to the Rocky Mountain region. Fully illustrated in black and white, and 48 colored.
15—14889/3
422. **Atkinson, G. F.** Studies of American fungi: mushrooms, edible, poisonous, etc. 2d ed. Holt. \$2.50
Classified, detailed descriptions, chapters on preservation and selection for table use, and cultivation. Fully illustrated by photographs.
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423. **Bailey, L. H.** Plant-breeding. Rev. ed. Macmillan. (Rural science series) \$2
Revision of a standard work with new material by A. W. Gilbert.
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424. **Bergen, J. Y., and Caldwell, O. W.** Practical botany. Ginn. \$1.30
Presents the principles of plant nutrition in relation to soils, climate, and to the food of animals and man; it discusses the diseases produced by parasitic plants and the propagation and main uses of plants. Many illustrations. Introd.
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425. ——— and **Davis, B. M.** Principles of botany. Ginn. \$1.50
College text useful for reference.
6—35475/2
426. **Clements, F. E., and Clements, E. S.** Rocky Mountain flowers; an illustrated guide. Wilson. \$3
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427. **Clute, W. N.** Our ferns in their haunts; a guide to all the native species. Stokes. \$2.50
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428. **Coley, May, and Weatherby, C. A.** Wild flower preservation; a collector's guide. Stokes. \$1.50
Describes the botanical outfit, the nature notebook, gathering wild flowers, pressing and mounting. A. L. A.
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429. **Conn, H. W.** Bacteria, yeasts, and molds in the home. 2d rev. Ginn. \$1
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430. ——— Story of germ life. Appleton. (Library of useful stories) \$0.60
Clear account of these low forms of life and their power of helping and harming mankind. Knowledge.
4—5643/3
431. **Coulter, J. M.** Elementary studies in botany. Appleton. (Twentieth Century textbooks) \$1.30
Beginner's book used in first year agriculture.
13—14376/4

432. **Coulter, J. M.** Fundamentals of plant-breeding. Appleton. \$1.75
Discusses variation in plants, evolution and heredity, methods of reproduction, what is being done by the government and in foreign stations. Fuller than Bailey in plant diseases and forestry.
14—21039/3
433. ——— Manual of the botany of the Rocky Mountain region, from New Mexico to the British boundary. Amer. bk. \$1.62
4—10719/2
434. **Doubleday, Mrs. N. B. D.** Nature's garden; our wild flowers and their insect visitors. Doubleday. \$4
Too large for field use. Groups by color; conspicuous in fruit. Good photographic illustrations, many in color. N. Y.
9—3939/4
435. **Frost, W. D., and McCampbell, E. F.** A textbook of general bacteriology. Macmillan. \$1.60
10—26747/2
436. **Gibson, W. H.** Blossom hosts and insect guests; ed. by E. E. Davie. Newson. \$0.80.
Useful study of flower fertilization.
3—20406/3
437. **Lipman, J. G.** Bacteria in relation to country life. Macmillan. (Rural science series) \$1.15
Somewhat technical treatise on the structure and growth of bacteria and their uses in relation to air and water, sewage, soil fertility, barnyard manure, milk and related products, food preservation, fermentation. A. L. A.
8—27113/2
438. **Marshall, N. L.** Mosses and lichens. Doubleday. \$4
Popular guide to the identification and study of our commoner mosses and lichens, their uses, and methods of preserving. Fully illustrated. Subtitle.
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439. ——— Mushroom book. Doubleday. (New nature library) \$3
A popular guide to our commoner fungi, with special emphasis on the edible varieties. Title. Fully illustrated in black and white and color.
A14—1735/2
440. **Mathews, F. S.** Field book of American wild flowers. Rev. ed. Putnam. \$2.50
Description and drawings of about 900 species.
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441. **Osterhout, W. J. V. L.** Experiments with plants. Macmillan. \$1.25
A modern botany which studies the plant as a living organism. It has directions for numerous experiments with simple apparatus.
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442. **Walton, G. L.** Flower-finder. Lippincott. \$2
Flowers grouped by color of blossom or fruit—fully illustrated with live drawings and colored photographs.
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443. **Weed, C. M.** Ten New England blossoms and their insect visitors. Houghton. \$1.25
Clear description of fertilization of plants.
4—5646/4

CLASS NO. 590. ZOOLOGY. ESSAYS OF ANIMAL LIFE.

(See also Class no. 636, Animal industry.)

444. **Baynes, E. H.** Wild bird guests. Dutton. \$2
Shows why birds need protection, why it is worth while, and how bird clubs and individuals can help. Gives constitutions for clubs. A. L. A.
15—15026/2

445. **Bostock, F. C.** Training of wild animals. Century. \$1.20
Account of traits of animals in captivity and hazardous lives of trainers. Pittsburgh.
3—16266/4
446. **Burroughs, John.** Birds and bees, and other studies in nature. Houghton.
(Riverside school library) \$0.75
CONTENT: Bird enemies.—Tragedies of the nest.—Idyl of the honey bee.—Pastoral bees.—
Sharp eyes.—The apple.—Taste of Maine birch.—Winter neighbors.—Weather-wise muskrat.—
Fox and hound.—Woodchuck.
4—13850/4
447. ——— Squirrels and other fur bearers. (School ed.) Houghton. \$0.60
About the chipmunk, woodchuck, hare, muskrat, skunk, fox, weasel, mink, raccoon, porcupine,
opossum, wild mice. Oregon.
0—5916/3
448. **Carpenter, G. H.** Life-story of insects. Putnam. (Cambridge manuals)
\$0.45 14—483/3
449. **Chapman, F. M.** Bird life; a guide to the study of our common birds. Apple-
ton. \$2.25
Contains a field key to common birds, valuable chapters on structure, usefulness, and migration,
with brief descriptions of each species. Fully illustrated. Pittsburgh.
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450. **Colton, B. P.** Zoology: descriptive and practical. 2 v. Heath. v. 1, \$1.20;
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451. **Comstock, J. H.** Insect life. Appleton. \$2
Guide to a knowledge of insects through study of insects themselves. Clear, scientific, fully
illustrated. Directions for collecting and preserving specimens. N. Y.
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452. **Dickerson, M. C.** Frog book. Doubleday. (New nature library) \$4
Popular guide to North American toads and frogs of the northeastern states. Fully illustrated.
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453. ——— Moths and butterflies. Ginn. \$2 1—7156/3
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Doubleday. (New nature library) \$2.50
Brief classifications and descriptions of 150 common birds. Black and white and colored photo-
graphic illustrations. Pittsburgh.
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455. **Fabre, J. H. C.** Life of the fly: *tr.* by Alexander Teixeira de Mattos. Dodd.
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Collection of essays, only some of which are about flies. The others are autobiographical, with
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456. ——— Life of the spider: *tr.* by Alexander Teixeira de Mattos. Dodd. \$1.50
Observations of the life histories of several kinds of spiders. Of high literary quality. A. L. A.
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457. **Finley, W. L.** American birds. Scribner. \$1.50
Observations of 21 northwestern species with special reference to the young. Many photo-
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458. **Holland, W. J.** Butterfly book. Doubleday. (New nature library) \$3
Limited to North American butterflies, Describes 550 species, showing over 500 in colors.
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459. ——— Butterfly guide. Doubleday. \$1.25
Pocket manual for the ready identification of the commoner species found in the United States
and Canada. Useful for schools which can not afford the larger book.
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460. **Hornaday, W. T.** American natural history. Scribner. \$3.50
CONTENTS: Mammals.—Birds.—Reptiles.—Amphibians.—Fishes. Fully illustrated.
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461. ——— Our vanishing wild life. Scribner. \$1.50
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462. **Howard, L. O.** Insect book. Doubleday. (New nature library) \$3
Brief account of bees, wasps, ants, grasshoppers, flies, and other North American insects, exclusive of butterflies, moths, and beetles, with life histories, tables, and bibliographies. Illustrated in black and white and colors. N. Y.
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463. **Hunter, S. J.** Elementary studies in insect life. Crane. \$1.25
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464. **Jordan, D. S., and Everman, B. W.** American food and game fishes. Doubleday. (New nature library) \$4
Popular account of all the species found north of the equator, with keys for identification, life histories and methods of capture. Fully illustrated.
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465. **Kipling, Rudyard.** Jungle book. Century. \$1.50
Fables of man and beast in India.
15—20315/3
466. **Maeterlinck, Maurice.** Life of the bee; tr. by Alfred Sutro. Dodd. \$1.50
Compares the life, the intelligence, and the destiny of the bee with those of man, and the beehive is used as a symbol of the whole mysterious working of nature. Pittsburgh.
14—1698/3
467. **Mathews, F. S.** Field book of wild birds and their music. Putnam. \$2.50
Character and music of birds of species common in the eastern United States. Reproductions of birds, and musical notations of bird songs.
4—12229/3
468. **Nuttall, Thomas.** Popular handbook of the birds of the United States and Canada. Rev. ed. Little. \$3
CONTENTS: Part 1, Land birds. Part 2, Game and water birds. Gives very full descriptions, has black and white and some colored illustrations.
3—10058/2
469. **Roberts, C. G. D.** Kindred of the wild. Page. \$2
Partial contents: Lord of the air.—Haunter of the pine gloom.—Watchers of the camp-fire.—King of the Mamozekel.
2—15335/5
470. **Seton, E. T.** Wild animals I have known. Scribner. \$2
CONTENTS: Lobo, the king of Currumpaw.—Silverspot, the story of a crow.—Raggyug, the story of a cottontail rabbit.—Bingo, the story of my dog.—The Springfield fox.—The pacing mustang.—Wully, the story of a yaller dog.—Redruff, the story of the Don valley partridge.
4—12357/3
471. **Sharp, D. L.** Roof and meadow. (School ed.) Century. \$0.50
Intimate revelations of nature as seen from a city roof and nearby meadows. A. L. A.
Nature essays chiefly about birds.
4—10458/3
472. ——— Watcher in the woods. (School ed.) Century. \$0.30
CONTENTS: Birds' winter beds.—Some snug winter beds.—Mus'rattin'.—Feathered neighbors.—From river ooze to tree-top.—Rabbit roads.—Second crops.—In the October moon. Attractive literature as well as interesting accurate natural history. A. L. A.
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473. **Stone, Witmer, and Cram, W. E.** American animals. Doubleday. (New nature library) \$4
Popular guide to the mammals of North America north of Mexico. Sub-title.
A14—1737/3

474. **Trafton, G. H.** Methods of attracting birds. Houghton. \$1.25
 Chapters on nesting-houses, attracting the winter birds, drinking and bathing fountains, planting trees, shrubs, and vines, bird protection in schools, bird photography. A. L. A.
 10—22270/3
475. **Velvin, Ellen.** From jungle to zoo. Moffat. \$2
 Stories, experiences, and facts about wild animals, ways of capturing, animal training, and daily life in the zoo.
 15—26322/3

476. **Weed, C. M.** Life histories of American insects. Macmillan. \$1.50
 4—10742/4

477. **Wheelock, Mrs. I. G.** Birds of California. McClurg. \$2.50
 Three hundred common birds of the state and adjacent islands.
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CLASS NO. 607 VOCATIONAL GUIDANCE.

(See also Classes 170, 378, and 921.)

478. **Bloomfield, Meyer, ed.** Readings in vocational guidance. Ginn. \$2.25
 Grouped by foundations of vocational guidance, examples, and practical aspects. A. L. A.
 15—17962/3
479. ——— Vocational guidance of youth. Houghton. (Riverside educational monographs) \$0.70
 Discusses the general question of vocational guidance and the work attempted in various schools and cities. Gives survey of the work of the Vocation bureau, Boston.
 11—5431/2
480. **Davis, J. B.** Vocational and moral guidance. Ginn. \$1.25
 Manual giving details of organization of the work in the high school. Contains a chapter on the use of the library in vocational guidance.
 15—2089/3
481. **Fowler, N. C., jr.** Starting in life; what each calling offers ambitious boys and young men. Little. \$1.50
 Represents composite opinions on the advantages of the 30 vocations discussed.
 10—20643/4
482. **Hall, S. B.** How to get a position and how to keep it. Funk. \$0.50
 Practical advice on choice of an occupation, how to keep it, and how to win promotion. A. L. A.
 8—22077/3
483. **Laselle, M. A., and Wiley, K. E.** Vocations for girls. Houghton. \$1
 Describes about a dozen kinds of work open to girls, with brief directions on how to qualify and secure positions, and gives good counsel to the girl who stays at home and to the country girl. The positions outlined do not require extensive preparation. A. L. A.
 13—861/4
484. **Martin, Eleanor, and Post, M. A.** Vocations for the trained woman; agriculture, social service, secretarial service, business of real estate. Longmans. (Women's educational and industrial union, Boston. Dept. of research. Studies in economic relations of women. vol. 1, pt. 2) \$1.50
 14—11166/4
485. **Parsons, Frank.** Choosing a vocation. Houghton. \$1
 Practical suggestions for persons assisting young people to find suitable employment, based on the methods and experiences of the Vocation bureau, Boston. A. L. A.
 9—14718/4
486. **Rollins, F. W.** What can a young man do? Little. \$1.50
 With the purpose of aiding a young man in the selection of a calling, 52 usual and unusual occupations are discussed.
 7—32570/3

487. **Weaver, E. W., ed.** Profitable vocations for girls, prepared by a committee of teachers. Barnes. \$0.80
A new edition of *Vocations for girls*.
15—6561/4
488. ——— and **Byler, J. F.** Profitable vocations for boys. Barnes. \$1
General information on most of the best known occupations, for boy's own use.
15—6480/3

CLASS NO. 612 PHYSIOLOGY. HYGIENE. PHYSICAL TRAINING.

489. **Allen, W. H.** Civics and health. Ginn. \$1.25
Hygiene in its relations to the school, the home, and the community, considering individual health and sanitary conditions as a civic duty. A. L. A.
9—5261/4
490. **Bolton, Florence.** Exercises for women. Funk. \$1
Chapters concerning the bodily mechanism, clothes and exercise, directions for mat exercises without a teacher, and an appendix for teachers' use.
14—2037/4
491. **Brackett, C. A.** The care of the teeth. Harvard. (Harvard health talks)
\$0.50
15—11238/3
492. **Conn, H. W., and Budington, B. A.** Advanced physiology and hygiene, for use in secondary schools. Silver. \$1.25
9—25956/3
493. **Eliason, E. L.** First aid in emergencies. Lippincott. \$1.50
Clear, concise, and fully illustrated manual for first-aid work. A. L. A.
16—630/2
494. **Galbraith, A. M.** Personal hygiene and physical training for women. 2d ed. Saunders. \$2.25
Combines a good hygiene, mental and physical, and practical chapters on physical training. A. L. A.
17—2511/4
495. **Garey, E. B., and Ellis, O. O.** Junior Plattsburg manual. Century. \$1.50
Textbook on physical and military training for the use of the preparatory, public and high schools of the United States. Fully illustrated.
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496. **Gulick, L. H.** Efficient life. Doubleday. \$1.20
Simple, practical suggestions for busy people about sleep, exercise, food, stimulants, aiming to increase the brain worker's general efficiency. A. L. A.
7—11182/3
497. **Hartung, H. H.** Barton first aid textbook. 2d ed. National first aid association of America. \$1
A manual for the student in first aid. Title.
6—10010/3
498. **Hodson, Jane, ed.** How to become a trained nurse. Abbott. \$2.25
A manual of information in detail. With a complete list of the various training schools for nurses in the United States and Canada.
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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational guidance—Agricultural education, Home economics—Professional education—Civic education—Schools for maimed soldiers—Education of women—Negro education—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

This office can not supply the publications listed in this bulletin other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1275. Louisiana conference of State and parish school officials. Proceedings . . . annual conference held at Baton Rouge, La., July 16-17, 1917. 71 p. 8°. (Louisiana State department of education. Educational bulletin, vol. 2, no. 9, July 1917.)

Contains: 1. J. G. Ray: School attendance, p. 26-29. 2. T. H. Harris: School revenues, p. 33-40. 3. J. E. Cox: School revenues, p. 41-45. 4. L. E. Thomas: School revenues, p. 45-49. 5. W. R. Dodson: The place of the agricultural extension work as part of the educational activities of the university, p. 50-54. 6. W. M. Dollerhide: The development of rural high schools, p. 63-67.

1276. Sierra educational news, vol. 13, no. 9, September 1917. (N. E. A. number)

Contains: 1. W. G. Bruce: Educational journalism, p. 315-17. 2. D. R. Augsburg: Drawing in public school education, p. 318-23. 3. Educational forecast. Selections from significant utterances, p. 324-36. 4. What Californians say of the Portland meeting, p. 337-42. 5. A. H. Chamberlain: The Portland meeting summarized, p. 343-47.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1277. Lumet, Louis. . . . Les écoles en 1792 et en 1914-1917. Paris, E. de Boccard, 1917. 79 p. illus., plates. 16°.
Also published in English under title The schools of France in 1792 and 1914-1917.

1278. Peery, B. B. Luther's influence in education. Education, 38:30-35, September 1917.

Sums up Luther's contributions to modern education under the following headings: 1. Duty of the state to educate its citizens. 2. Universal education. 3. Compulsory common school attendance. 4. Practical education. 5. A broad and rich curriculum. 6. Better educational methods.

CURRENT EDUCATIONAL CONDITIONS.

1279. Bolton, Frederick E. Maintenance of standards in all schools as a necessary element of preparedness. School and society, 6:301-7, September 15, 1917.

Delivered before the general sessions of the National education association, Portland, Oreg., July 11, 1917.

Education and the war. The task of education in all grades of our schools.

1280. Bovingdon, John. Education and custom in Japan. School and society, 6:211-14, August 25, 1917.

1281. Branford, Benchara. Janus and Vesta; a study of the world crisis and after. London, Chatto & Windus, 1916. xviii, 316 p. 12°.

An essay dealing on the educational side with the movement toward ultimate world unity.

Contains: 1. The idea of a world university, p. 28-36. 2. A survey of the evolution of universalities throughout the world, p. 54-127. 3. The new humanist, p. 128-55. 4. Secular and sacred knowledge, p. 156-83. 5. Science and occupation, p. 184-212.

1282. Canfield, Dorothy. Observations on French schools. Century magazine, 94:657-64, September 1917.

Says that in the organization of the typical large modern school, the French have bestirred themselves to secure the accurate distribution into the right holes of both round and square human pegs.

1283. Dickson, Margaret A. L. Visiting the Gary schools. Educator-Journal, 18:15-18, September 1917.

1284. Hanus, Paul H. The German system of education. Western teacher, 26:10-12, September 1917.

A letter showing that the German system of education is wholly unsuited to American schools and directly at variance with American ideals.

1285. Hardy, Georges. Une conquête morale: l'enseignement en A. O. F. Paris, A. Colin, 1917. 356 p. 12°.

Author is inspector of education in French West Africa (Afrique Occidentale-Française).

1286. Kendall, Calvin N. The schools and the war. Educational bulletin (Trenton, N. J.) 4:4-7, September 1917.

The duties and obligations of the teacher in regard to the war.

1287. McKee, Joseph V. The anomaly of modern education. Catholic world, 105:721-31, September 1917.

Criticises the modern system of education, especially scientific instruction in public schools. Writer says that content studies engage the attention of educators and disciplinary studies are being thrust aside.

1288. McMurry, Frank. Educational tendencies. School, 29:4, September 6, 1917.

Reprinted from New York Evening Post.

1289. **Moxon, Stefan.** Reconstruction in Spain: an educational effort. Contemporary review, 112: 206-12, August 1917.
Discusses the rapid progress of the educational reform movement in Spain, which has assumed national dimensions during the course of a decade.
1290. **Paeuw, L. de.** L'école belge, la guerre et l'après-guerre. Revue pédagogique, 70: 615-33, June 1917.
Read at a conference of the Ligue de l'enseignement, May 18, 1917. The author describes the means employed in Belgium and among the refugees in other countries to continue the education of the Belgians, including the industrial education of wounded soldiers.
1291. **Port, Étienne.** Nos enfants serbes. Revue pédagogique, 70: 545-64, June 1917.
Describes the arrangements made at the expense of the French Government for furnishing refuge and education to the Serbian exiles.
1292. **Seerley, Homer H.** The obligations and the opportunities of the schools during the war. Midland schools, 32: 15-16, September 1917.
Discussion before the National council of education, Portland, Oreg., July 7, 1917.
1293. **Sellers, Edith.** Education in Copenhagen. Nineteenth century, 82: 379-91, August 1917.
Praises the educational system of Denmark, which is compulsory. Methods of teaching; sorting out the exceptionally clever children from the less gifted ones described. Writer says: "This sifting and sorting of school children, to insure the best that can be done being done for each one of them, is the distinguishing feature of the Copenhagen educational system."
1294. **Wells, George E.** Comparison of German and American schools. National association of corporation schools bulletin, 4: 34-42, September 1917.
Why the American system of education is superior—The German system produces a technically trained citizen without initiative, but veneration of authority—War a natural result of Teutonic idea of systematizing subservience.
"This article was originally published in the New York Times magazine and is reproduced because of its clearness and detailed description of the German educational system and the results of such a system."

EDUCATIONAL THEORY AND PRACTICE.

1295. **Aley, Robert J.** Cooperation in education. School and society, 6: 31-35, July 14, 1917.
Address of the president of the National education association, Portland, Oreg., July 9, 1917.
Also in Moderator-topics. 38: 21-22, September 13, 1917.
1296. **Bovet, Pierre.** L'instinct combatif: psychologie—éducation. Paris, Librairie Fischbacher s. a. [etc., etc.] 1917. 823 p. 16°.
1297. **Fichandler, Alexander.** What should the common school teach? School and society, 6: 214-18, August 25, 1917.
The writer claims that the place for specialized training is beyond the elementary school, perhaps even beyond the high school.
1298. **Holmes, Edmond.** The real basis of democracy. Nineteenth century, 82: 301-25, August 1917.
Discusses the reform movement in education; the spread of the democratic spirit among the young; freedom for self-development, etc. Criticises the feudalized education of England.
1299. **Mageean, D.** The ultimate aim of education. Catholic educational association bulletin, 13: 5-14, August 1917.
Reprinted from the Irish ecclesiastical record.
Discusses the vocational view, the cultural aim, the development aim, the social-efficiency aim, etc.

6 MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

1300. **Nutting, H. C.** Two phases of mental discipline. *School and society*, 6: 261-63, September 1, 1917.
Discusses the article by Dr. Flexner in the *Atlantic monthly* for April 1917, especially his theories in regard to interest and mental discipline.
1301. **Rapeer, Louis W., ed.** Teaching elementary school subjects. New York, C. Scribner's sons [1917] 576 p. illus. 8".
Contains: Chapter 1, The educative process, by L. W. Rapeer; Chapter 2, The kindergarten and the elementary school, by Patty Smith Hill; Chapters 3-22, each on a particular subject of the curriculum by a specialist in that subject; Chapter 23, Measuring results of teaching, by C. W. Stone; Chapter 24, Prospective elementary education, by John Dewey.
1302. **Shorey, Paul.** The bigotry of the new education. *Nation*, 105: 253-56, September 6, 1917.
A refutation of the views expressed in Randolph Bourne's book, *Education and living*.
1303. **Sisson, E. O.** National education and world polity. *Oregon teachers monthly*, 22: 7-12, September 1917.
The part education must play in making men and nations, and a world which shall be war-proof.
1304. **Wiley, Roy A.** Educational ideals and the eight-hour day. *American education*, 21: 18-20, September 1917.
A plea for training for leisure as well as training for vocation, a plea for a broader outlook, an ideal that is not limited to eight hours but will include the whole twenty-four.

CHILD STUDY.

1305. **Copp, Owen.** State organization for mental hygiene. *Journal of the American medical association*, 59: 606-10, August 25, 1917.
Duties of a board of mental hygiene described. Of interest to educators.
1306. **Kirkpatrick, Edwin A.** Fundamentals of child study. New ed., rev. New York, The Macmillan company, 1917. 380 p. 12".
1307. **Thorndike, Edward L.** Magnitude and rate of alleged changes at adolescence. *Educational review*, 54: 140-47, September 1917.
The writer says that of the twelve matters studied, only interest in vocations, friendship, reforming zeal, and love of solitude are specially characteristic of adolescence.

EDUCATIONAL TESTS AND MEASUREMENTS.

1308. **Allen, John S.** Surveys for small school systems. *School and home*, 9: 5-6, September 1917.
1309. **Briscoe, George A.** Some standards. *Oregon teachers monthly*, 22: 25-30, September 1917.
Standards of health, professional and teaching standards, and standards of service in the schoolroom.
1310. **Brownell, Baker.** A criticism of recent attempts to measure language ability. *School review*, 25: 495-503, September 1917.
Says the whole matter of language scales is complex. Further progress depends to a great extent on an analysis of the term language ability.
1311. **Buswell, Guy T.** Educational measurement department. *Middle-west school review*, 10: 10-11, September 1917.
First in a series of ten short articles giving a brief survey of the educational measurement movement as it is of interest to elementary school teachers. This first paper deals with the importance and reliability of school marks.

1312. **Counts, George S.** Arithmetic tests and studies in the psychology of arithmetic. Chicago, Ill., The University of Chicago press [1917] 127 p. tables, diagrs. 12". (Supplementary educational monographs pub. in conjunction with the School review and the Elementary school journal. vol. 1, no. 4. Whole no. 4. August 1917)
1313. **Goddard, Henry H.** Mental tests and the immigrant. Journal of delinquency, 2: 243-77, September 1917.
A study of six small highly selected groups, four of "average normals" and two of apparent "defectives," all of them steerage passengers arriving at Ellis Island.
1314. **Haggerty, M. E.** Measurements and diagnosis as aids to supervision. School and society, 6: 271-85, September 8, 1917.
For the purpose of this article the writer has chosen the composition problem.
1315. **Lewis, E. E.** Tentative vocabulary tests for first-year Spanish. Midland schools, 32: 6-8, September 1917.
Describes a preliminary attempt to create a scientific device for testing efficiency in the acquisition of a vocabulary in Spanish.
1316. **Mahoney, John J.** Standards in English. Yonkers-on-Hudson, N. Y., World book company, 1917. 198 p. 16".
1317. **Tuxford, A. W.** A measure of physical development in school children. School hygiene (London) 8: 65-69, June 1917.
The purpose of the test is to show the relation between the stage of development reached by a child, or a group of children, and the normal stage for the same age or ages.

SPECIAL METHODS OF INSTRUCTION.

1318. **Cushing, Sumner W.** Motion pictures in Massachusetts normal schools. Vision, 3: 13-20, July 1917.
Embodies the accumulated experiences of over two years of work with motion pictures both as a teacher and as an operator at the State normal school at Salem, Mass.
1319. **Lull, Herbert G.** The problem method of instruction and its probable correlation in library service and administration. Library journal, 42: 683-85, September 1917.
Abridged from a paper read before the Library department, National education association, Portland, Oreg., July 11, 1917.
Problem instruction requires the pupil to seek information from a variety of sources, of which the library is one of the most important. Writer discusses how the necessary library facilities may best be supplied.

SPECIAL SUBJECTS OF CURRICULUM.

1320. **Breslich, E. B.** Review of recent literature on secondary-school mathematics. School review, 25: 520-26, September 1917.
The articles have been classified as follows: The educational value of high-school mathematics, improvement of methods, arrangement of the content of a course in high-school mathematics, means of developing skill in mathematics, means of arousing greater interest in the study of mathematics, and new textbooks.
1321. **Catty, Miss N.** The value of modeling in the early teaching of geography. Geographical teacher (London), 9: 25-31, 1917.
1322. **Cavins, Elmer W.** Teaching the use of the dictionary. School news and practical educator, 31: 4-7, September 1917.

1323. Cleven, N. Andrew N. Latin American history in our secondary schools. *History teacher's magazine*, 8: 219-22, September 1917.
Paper read before the Social science section of the Los Angeles teachers' institute, December 22, 1916.
1324. Cook, Iris Hibbard. Public school music methods. *Atlantic educational journal*, 13: 42-49, September 1917. .
Part I: First year.
1325. Crathorne, A. B. Required mathematics. *School and society*, 6: 6-17, July 7, 1917.
Paper read at the fourteenth annual conference of Kansas high schools and academies, March 16, 1917.
Required mathematics in the high school.
1326. Cunningham, William H. Grammar as a school study. *Education*, 38: 18-27, September 1917.
Shows how grammar, as a school subject, is losing favor. Contends that careful study of real English grammar is vitally necessary in our public schools.
1327. Daly, Charles A. Teaching commercial geography. *Journal of geography*, 16: 7-14, September 1917.
Discusses the textbook; laboratory; laboratory manual; maps, globes, and models; moving pictures, lantern slides, and opaque projection work; museum; library; visiting or field work; and the teacher.
1328. Diebel, Amelia, and Sears, Isabel. A study of the common mistakes in pupils' written English. 14 p. 8".
Preprinted from the *Elementary school journal*, vol. 18.
An investigation of the written work of Cincinnati school children made in the seminar of Prof. Cyrus D. Mead, College for teachers, University of Cincinnati.
1329. Eichmann, Andrew E. Shall technical grammar be retained in the elementary schools? *Journal of education*, 86: 179-81, August 30, 1917.
1330. Freese, Theron. The teaching of sociology in high schools. *In Studies in sociology*; published by the Southern California sociological society, University of Southern California, Los Angeles, Cal. vol. 2, no. 1, September 1917. p. 1-14.
1331. Handschin, Charles H. The study of German during the war. *School and society*, 6: 253-56, September 1. 1917.
Considers the objections to the teaching of German in the schools and shows the attitude France, England, and Germany have taken toward this question of studying the language of the enemy.
1332. Hartman, Carl. Some practical suggestions about the introduction of general science. *Texas school journal*, 35: 21, 23, September 1917.
1333. Hobson, Elsie Garland. Cooperation between ancient history and English. *School review*, 25: 480-87, September 1917.
Gives the plan of work adopted by the Mary C. Wheeler school, Providence, R. I., for connecting the work in ancient history with the English course.
1334. Hollister, R. O. T. Faculty judging. *Quarterly journal of public speaking*, 3: 235-41, July 1917.
To what extent should teachers of public speaking judge their local contests in oratory and debate.
1335. McManis, John T. History of reading in the elementary school, 1875-1900. *Educational bi-monthly*, 11: 335-55, April 1917.
Fourth paper in series.
1336. Muttkowski, Richard A. Science, specialization and the classics. *America*, 17: 489-92, August 25, 1917.
The value of the classics in education.

1337. **Super, Charles W.** Foreign languages in our public schools. *Education*, 38: 42-51, September 1917.

Says that "if our young people are to study a foreign tongue that has both a practical and a literary value the primacy belongs easily to Latin."

KINDERGARTEN AND PRIMARY SCHOOL.

1338. **Brinkerhoff, George I.** Aims in primary reading. *Education*, 38: 36-41, September 1917.

Discusses the development of rapid reading through the sentence and word methods. Says that oral reading is overdone, while silent reading occupies too insignificant a place in most elementary schools.

1339. **Mizuno, Tsunekichi.** The kindergarten in Japan, its effect upon the physical, mental and moral traits of Japanese school children. Boston, The Stratford co., 1917. 62 p. 16°.

1340. **Moore, Annie E.** Report of the International kindergarten union committee on minimum essentials in kindergarten and primary grades. Kindergarten and first grade, 2: 283-90, September 1917.

1341. **Naudy, N.** L'organisation pédagogique des écoles primaires élémentaires. *Revue pédagogique*, 70: 608-14, June 1917.

RURAL EDUCATION.

1342. **Bricker, Garland A.** The rural school grounds. *Nebraska teacher*, 20: 11-13, September 1917.

First in a series of ten articles on rural education for teachers.

Also published in a number of other educational journals.

1343. **Clopper, Edward N.** Causes of absence from rural schools in Oklahoma. *Child labor bulletin*, 6: 90-113, August 1917. illus.

Results of a study made in the spring of 1917.

1344. **Littlepage, Louella.** Project women and their interests. *Reclamation record*, 8: 412-15, September 1917.

Rural schools and the county fairs.

1345. **Rubinow, S. G.** The community fair—a factor in rural education. *School and society*, 6: 96-101, July 28, 1917.

1346. **Watkins, B. H.** President's address. Thirty-second annual meeting, Mississippi teachers' association, Columbus, Miss., May 1917. 8 p. 8°.

Education of rural children in Mississippi. The writer advocates an all-year school term, compulsory military training, etc.

1347. **Winans, Richard M.** In the middle of the road. *Mother's magazine*, 12: 922-24, 997, October 1917. illus.

Bad roads and the country school.

SECONDARY EDUCATION.

1348. **Colvin, Stephen Sheldon.** An introduction to high school teaching. New York, The Macmillan company, 1917. xxi p., 1 l., 451 p. 12°.

"Selected bibliography": pp. 383-94.

1349. **Grady, G. Otto.** The junior high school. What is it? Why is it? Where will it lead us? *Ohio educational monthly*, 66: 393-97, September 1917.

1350. **Hollister, H. A.** Standardization of high schools. *School and home education*, 36: 284-85, 37: 5-6, June, September 1917.

Why should we attempt to standardize high schools.

1351. **James, Alice M.** Scientific program-making in the Central high school of Grand Rapids, Michigan. *School review*, 25: 504-11, September 1917.

A plan by which the schedules for an entire school of over 1,300 students are made out in about four hours.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1352. Adams, John. The teacher and his masters. Contemporary review, 112: 171-77, August 1917.
Activities of the Workers' educational association of England.
1353. Brown, H. A. The readjustment of the State normal school. School and society, 6: 181-95, August 18, 1917.
Address before the Scholia club, Boston, Mass., January 25, 1917.
1354. Crabbe, J. G. How far should the principles of standardization be followed by the normal schools? School and society, 6: 128-31, August 4, 1917.
Read before the Department of normal schools of the National education association, Portland, Oreg., July 11, 1917.
1355. Cummins, Robert A. Individual differences in a normal school class. Psychological review, 24: 403-12, September 1917.
Based on data obtained in connection with an advanced course in educational psychology given at the Bowling Green, Ohio, State normal college during the summer session, 1916.
1356. Finegan, Thomas E. Teacher training agencies. A historic review of the various agencies of the state of New York employed in training and preparing teachers for the public schools of the state. Albany, The University of the state of New York, 1917. 439 p. plates, ports. 12°. Volume 2 of the eleventh annual report of the State department of education.
1357. Haight, Elizabeth Hazelton. Pleasant possibilities in lady professors. Journal of the Association of collegiate alumnae, 11: 10-17, September 1917.
Emphasizes the problems of the lady professor.
1358. Martel, Félix. Les inspecteurs primaires dans les écoles normales. Revue pédagogique, 70: 596-601, June 1917.
Discusses the rights and duties of the primary inspectors in relation to normal schools.
1359. Men or women teachers—which? Education, 38: 28-29, September 1917.
By an ex-school officer. The need of men teachers and how to secure them.
1360. Rousseau, Loussene G. Voice training in normal schools. Quarterly journal of public speaking, 3: 210-17, July 1917.
The need of voice training in normal schools, first, to correct the defects of the students' voices, and, second, to give them practice in the diagnosis and correction of speech defects in children.
1361. Santee, A. M. The organization and administration of practice teaching in state normal schools. School and home education, 37: 8-13, September 1917.
A paper prepared for the seminar in normal school problems, University of Illinois, School of education, spring of 1917.
The present study is based upon replies received from 70 state normal schools representing 35 states.
1362. Weber, S. E. The after-training of teachers in city schools. American school board journal, 55: 29, 82, September 1917.
"This paper was read before the 'Pennsylvania schoolmen's week,' University of Pennsylvania, April 12, 1917."
1363. Wilkins, Lawrence A. The modern language teacher of superior merit. Bulletin of high points in the teaching of modern languages in the high schools of New York City, no. 3: 1-3, June 1917.
The qualities and abilities that a modern language teacher of superior merit should possess.
1364. Wisconsin. Department of education. The training of teachers for the country schools of Wisconsin. Prepared by Annie Reynolds, state supervisor of teacher training. Madison, Wis., 1917. 72 p. 12°.

HIGHER EDUCATION.

1365. **Blodgett, Frederick H.** "Snap courses" in college: agriculture vs. engineering. *School and society*, 6: 92-96, July 28, 1917.
1366. **British universities and the war.** A record and its meaning. London, The Field & Queen (H. Cox) Ltd., 1917. 88 p. front., illus., plates, ports. 12°.
1367. **Butler, Nicholas Murray.** Is American higher education improving? *Educational review*, 54: 177-83, September 1917.
Written for *The Youth's companion* of June 21, 1917. Reprinted by permission. Discusses Greek, Latin, and mathematics, and extension teaching. Says in conclusion: "In spite of the obvious grounds of criticism, higher education is improving in the United States."
1368. **Capen, Samuel P.** College "lists" and surveys published by the Bureau of education. *School and society*, 6: 35-41, July 14, 1917.
Address delivered before a joint meeting of the Southern association of college women and the Association of collegiate alumnae, Washington, April 12, 1917.
1369. **Cuthbert, Father.** Catholics at Oxford. *Catholic world*, 105: 807-15, September 1917.
Growth of Catholic life at Oxford university, England. Sketch of Cardinal Newman's career at Oxford.
1370. **Greenlaw, Edwin.** The university crisis, and a way out. *Nation*, 105: 256-59, September 6, 1917.
Declares that under present conditions the best service which the universities can render will consist in widening and intensifying their extension teaching. The university instructors should assume leadership and direction of popular study throughout the community of subjects forming a foundation for a clearer understanding of Americanism and American ideals.
1371. **Haggerty, M. E., and Thomas, J. M.** Preliminary study of the reading attainments of college freshmen. *School and society*, 6: 230-33, August 25, 1917.
1372. **Harper, Carrie Anna.** Ineffective teaching in college: its causes and remedies. *Journal of the Association of collegiate alumnae*, 11: 1-10, September 1917.
1373. **Kitson, H. D.** Psychological measurements of college students. *School and society*, 6: 307-11, September 15, 1917.
Gives the main features and the advantages of a plan used at the University of Chicago in measuring students.
1374. **Knight, M. M.** "World vision"—one reason why our college students do not have it. *School and society*, 6: 285-88, September 8, 1917.
Says "Students are disappointingly narrow in vision because their historical training is almost absolutely worthless."
1375. **Lange, Alexis F.** The junior college as an integral part of the public-school system. *School review*, 25: 465-79, September 1917.
An address given at the conference of the University of Chicago with secondary schools, April 10, 1917.
The writer's conclusions are evolved mainly from a consideration of junior college conditions in California. He believes that the junior college will be accepted by the nation and will be wholesomely developed as an integral part of the system of public education.
1376. **Maugain, Gabriel.** Les universités italiennes et la guerre. *Revue internationale de l'enseignement*, 37: 94-103, March-April 1917.
1377. **Meiklejohn, Alexander.** Fiat justitia—the college as critic. *Harvard graduates' magazine*, 26: 1-14, September 1917.
Address before the Harvard chapter of Phi beta kappa, June 18, 1917. The nature of the college of liberal arts, its aims and its problems.

12 MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

1378. Nutting, P. G. Organized knowledge and national welfare. *Science*, n. s. 46: 247-52, September 14, 1917.

Abstract of an address given April 9, 1917, to the Associated engineering societies of Worcester.

Discusses the function of organized knowledge, its increase, and its practical application.

1379. Powell, Lyman P. The colleges in war time. The outlook for America's higher institutions this autumn. *American review of reviews*, 56: 297-99, September 1917.

1380. Seymour, M. F. The foreign student in the United States. *Educational review*, 54: 128-39, September 1917.

The lessons we may learn from the foreign students in our universities.

1381. Talbert, E. L. Tendencies in the requirements for admission to Ohio colleges. *School and society*, 6: 66-72, July 21, 1917.

A report to the annual meeting of the Ohio college association, April 6, 1917.

1382. Williston, Samuel W. The future of the Sigma Xi. *Science*, n. s. 46: 147-52, August 17, 1917.

An appreciation of the Greek letter fraternity, Sigma Xi, which was established to recognize the claims of science in a liberal education. An address delivered to the initiates of the Yale chapter, April 2, 1917.

SCHOOL ADMINISTRATION.

1383. Deffenbaugh, W. S. Effective and economical supervision in the smaller city. *North Carolina education*, 12: 8, September 1917.

1384. Ellis, Horace. A letter from state superintendent Ellis to the new county superintendents. *Educator-journal*, 18: 12-14, September 1917.

Some advice to men who are about to assume the duties of county superintendent.

1385. Horner, Harlan Hoyt. The inspection of each subject by a specialist. *School and society*, 6: 241-49, September 1, 1917.

An address before the National association of high school supervisors and inspectors at Kansas City, Mo., on February 28, 1917, in connection with the meeting of the Department of superintendence of the National education association.

Tells of the work of the specialists in high school inspection in New York State.

1386. Martin, A. S. Inequalities in school costs. *American school board journal*, 55: 18, 82, September 1917.

Analyzes statistics which are based on data gathered by the author and approved by the presidents of the school boards and the superintendents of schools in the respective cities.

1387. Monroe, E. F. Village school record systems. *Middle-west school review*, 10: 19-20, 32-35, June, September 1917.

The writer says that "A 'businesslike' record system in the office of a village superintendent should include the following portfolios: (1) Supervision, (2) Budget, (3) Equipment, (4) Class final records, (5) Pupils' final records, and, (6) School history."

1388. Pearse, C. G. A principle of school administration. *School and society*, 6: 123-26, August 4, 1917.

Read before the Department of school administration of the National education association, Portland, Oreg., July 11, 1917.

Emphasizes the need for good feeling and harmony between the board of education and the teachers.

1389. Shorrock, E. Some unsolved problems in school administration. *American school board journal*, 55: 19-20, September 1917.

This paper constituted the basis of an address before the Department of school administration, National education association, Portland, Oreg., July 11, 1917. "A later speaker before the Department aptly spoke of it as a complete outline of principles for a city school code."

1390. Talbert, Wilford E. Efficiency in State school systems. National municipal review, 6: 585-90, September 1917.

Discusses the attempts to improve school systems by means of the survey and the bureau of educational research, and gives the plan of the California taxpayers' association in solving the problem of efficiency in the public schools.

1391. Theisen, William Walter. The city superintendent and the board of education. New York city, Teachers college, Columbia university, 1917. ix, 137 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 84)
Bibliography: p. 133-37.

SCHOOL MANAGEMENT.

1392. Beery, Ray C. Practical school discipline. Applied methods, Parts I and II. Pleasant Hill, O., International academy of discipline, 1917. 2 v. 16°.

1393. Carden, Arthur M. The control of student activities. Education, 38: 14-17, September 1917.

A plan of student government with faculty supervision which has been in operation for six years in one of the largest high schools of the West.

1394. Grunberg, Alfred. Saves thoughtless youngsters from disgrace. American magazine, 84: 53-54, October 1917.

Aaron I. Dotey of the De Witt Clinton high school, New York, and his squad for maintaining order in the school.

1395. Hall-Quest, Alfred L. Curriculum thinking. Educational review, 54: 109-17, September 1917.

The demands of American life upon education and its results in curriculum schemes.

1396. Lucas, James Oscar. Tardiness. Progressive teacher, 23: 40, September 1917.

1397. Maxwell, G. E. The grading of students. School and society, 6: 113-18, July 28, 1917.

Grading at the Winona state normal school, Winona, Minn.

SCHOOL ARCHITECTURE.

1398. Ittner, William B. School building policies and the war, and standardization of school buildings. American school board journal, 55: 23-24, September 1917.

"This paper under the title, 'Standardization of school buildings,' was read before the Department of school administration of the N. E. A., Portland, Oreg., July 11, 1917. The author has written with an intimate knowledge of school building necessities in widely separated sections of the country."

1399. Veal, C. B. Schoolhouse heating and ventilation. A valuable study of methods and requirements as based on the Indiana law. American school board journal, 55: 31, 70-73, September 1917; 28, 76-78, October 1917.

SCHOOL HYGIENE AND SANITATION.

1400. Averill, Lawrence Augustus. Hygiene in the normal school curriculum. American journal of school hygiene, 1: 122-26, September 1917.

Gives the course in educational hygiene which is given at the State normal school at Worcester, Mass.

1401. The Bernard street open-air school in Glasgow. School hygiene (London) 8: 53-58, June 1917.

An illustrated popular article.

14 MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

1402. **Clark, Taliaferro.** The physical care of rural school children. American school board journal, 55: 40, September 1917.
Tells of the need of health supervision for rural school children.
1403. **Devine, William H.** Medical inspection in Boston public schools. American journal of school hygiene, 1: 117-21, September 1917.
1404. **Everett, Mrs. A. E.** Sight-saving education in the myope school. School hygiene (London) 8: 70-76, June 1917.
1405. **Lewis, C. D.** Health instruction in the elementary grades. Southern school journal, 28: 16-20, August 1917.
To be continued.
1406. **Starch, Daniel, and Ash, I. E.** The mental work curve. Psychological review, 24: 391-402, September 1917.
Results of a study of mental fatigue.
1407. **Struthers, Lina Rogers.** The school nurse. New York and London, G. P. Putnam's sons, 1917. 293 p. front., plates, fold. tables. 16".
A survey of the duties and responsibilities of the nurse in the maintenance of health and physical perfection and the prevention of disease among school children.

PHYSICAL TRAINING.

1408. **G., J.** La question de la culture physique dans l'enseignement secondaire. Revue universitaire, 26: 95-99, July 1917.
Emphasizes the necessity for physical education as evidenced by conditions made apparent by the war.

PLAY AND PLAYGROUNDS.

1409. **Sherburne, Ruth.** The school playground. Playground, 11: 320-28, September 1917.
The need for organized play, the equipment, play leadership, games, etc.

SOCIAL ASPECTS OF EDUCATION.

1410. **Dykema, Peter W.** The relation of schools and colleges to community music. Playground, 11: 305-13, September 1917.
Extracts from a paper read before the National conference on community music, New York City, May 31, 1917.
1411. **Hacker, L. W.** Social side of school life in Durand community center. School and home education, 37: 14-18, September 1917
Durand is a village of 527 people in the extreme northern central part of Illinois.
1412. **Smith, Walter Robinson.** The value and scope of educational sociology. School and society, 6: 41-47, July 14, 1917.

CHILD WELFARE.

1413. **U. S. Children's bureau.** Summary of child-welfare laws passed in 1916. Washington, Government printing office, 1917. 74 p. 12°. (Miscellaneous series no. 7. Bureau publication no. 21.)

RELIGIOUS EDUCATION.

1414. **Diffendorfer, Ralph E.** Missionary education in home and school. New York, Cincinnati, The Abingdon press, 1917. 407 p. 16°.
1415. **Peabody, Francis Greenwood.** The religious education of an American citizen. New York, The Macmillan company, 1917. 214 p. 16°.

1416. **Sneath, E. Hershey.** Religious training in the school and home; a manual for teachers and parents; by E. Hershey Sneath, George Hodges, and Henry Hallam Tweedy. New York, The Macmillan company, 1917. 341 p. 12°.
1417. **Winchester, Benjamin S.** Religious education and democracy. New York, Cincinnati, The Abingdon press, 1917. 293 p. 12°.
1418. **Yale, Caroline A.** Religious instruction. American annals of the deaf, 62: 344-52, September 1917.
The problem which confronts those who are responsible for the religious instruction of the deaf child.

MANUAL AND VOCATIONAL TRAINING.

1419. **Bean, C. Homer.** Psychological factors in vocational education. Educational review, 54: 148-63, September 1917.
Says that vocational education, if successfully introduced, will test every subject of instruction, and will eradicate every item that does not readily align itself with the purpose of the new culture, with the great end of all real education, adaptation.
1420. **Kreuzpointner, Paul.** Corporation schools and their aims. American school board journal, 55: 30, 80, September 1917.
1421. **Lange, Alexis F.** New wine in new bottles. Manual training magazine, 19: 9-12, September 1917.
Address presented at the Manual arts section of the California teachers' association.
The education of children for social efficiency by reshaping traditional arrangements to meet the new needs of vocational education.
1422. **National society for the promotion of industrial education.** War demands for industrial training. New York city, August 1917. 40 p. 8°.
CONTENTS.—The situation.—Responsibility of the industries for training needed workers.—What some industrial plants are doing in emergency training.—The contribution industrial schools can make for emergency training.—Industrial schools and the branches of military service.—What some industrial and technical schools are doing for emergency training.—Items of interest.
Presents conclusions developed at a conference of state administrators of industrial schools, labor representatives, and employers, held at Mechanics institute, New York, July 13-14, 1917.

VOCATIONAL GUIDANCE.

1423. **American association of public employment offices.** Proceedings of the fourth annual meeting . . . Buffalo, N. Y., July 20 and 21, 1916. Washington, Government printing office, 1917. 92 p. 8°. (U. S. Bureau of labor statistics. Employment and unemployment series, no. 6.)
Contains: 1. A. E. Dodd: Vocational education and juvenile placement departments, p. 46-51. 2. W. W. Zurbrick: Vocational guidance as a public-school function, p. 52-55. 3. Rachel Gallagher: Vocational guidance and the juvenile placement work of a public labor exchange, p. 56-58. 4. G. D. Halsey: Cooperation between employers and the schools in vocational guidance, p. 59-66.

AGRICULTURAL EDUCATION, HOME ECONOMICS.

1424. **Goddard, H. N.** Results achieved in secondary agriculture and methods pursued in actual practice. Wisconsin journal of education, 49: 185-92, September 1917.
1425. **Boger, Maurice.** Les écoliers et la production agricole. Revue pédagogique, 70: 565-95, June 1917.
Gives the administration and results of the agricultural work of the French school children.
1426. **Talbot, Anna Hedges.** Red cross work in New York public schools. Outlook, 117: 14, September 5, 1917.

PROFESSIONAL EDUCATION.

1427. **Burgess, Elizabeth.** Conditions which will aid the instructor to render her best service. *American journal of nursing*, 17: 1182-87, September 1917.
Read at the twentieth annual convention of the American nurses' association, May 1, 1917.
The value of an instructor of nurses and the conditions that are conducive to the best service.
1428. **Hicks, Frederick C.** The teaching of legal bibliography. *Educational review*, 54: 164-76, September 1917.
Raises questions for discussion on the administration and problems of teaching legal bibliography.
1429. **Morris, George M.** Wentworth institute: its part in training army engineers. *Manual training magazine*, 19: 4-8, September 1917.
Describes the recent work of Wentworth institute, Boston, Mass., which affords an example of the adaptation of a trade school's resources to the needs of war in training men for engineering service in the army.
1430. **Strong, Anne Hervey.** Teaching problems of public health instructors. *American journal of nursing*, 17: 1188-92, September 1917.
Read at the twentieth annual convention of the American nurses' association, May 1, 1917.
1431. **Suhrie, Ambrose L.** Teaching in the hospital and the public health service. *American journal of nursing*, 17: 1176-82, September 1917.
Read at the twentieth annual convention of the American nurses' association, May 1, 1917.
How nurses may become more effective teachers in all public and private relations and how they may so master the principles of educational psychology and acquire the technique of good teaching as to increase their resourcefulness, etc.

CIVIC EDUCATION.

1432. **Dawson, Edgar.** A political generalization. *History teacher's magazine*, 8: 222-26, September 1917.
Suggests a method of treating the subject of organization of administration in an elementary course in government for college students.
1433. **Lewis, Mabel E., comp.** Practical training for public service: a bibliography. *Public servant*, 2: 225-36, June-September 1917.
1434. **Moore, Harry H.** The youth and the nation; a guide to service. With an introduction by Samuel McCune Lindsay. New York, The Macmillan company, 1917. 179 p. illus. 12".
"An attempt to arouse a wholesome interest among young men and older boys of college and high school age in modern social evils, to show them how men have combated these evils, and to suggest vocational opportunities in the warfare against them."
1435. **Robinson, Frederick B.** The New York idea. *School and society*, 6: 218-21, August 25, 1917.
Read at the third annual conference, National university extension association, Pittsburgh, April 11, 1917.
The New York idea of training persons already in the public service through the cooperation of the city's college and the city's government.
1436. **Wile, Ira S.** Civics in the schools. *School and society*, 6: 311-16, September 15, 1917.
Read May 28, 1917, at Conference on civics under auspices of the Civic club of New York.

SCHOOLS FOR MAIMED SOLDIERS.

1437. **McMurtrie, Douglas C.** The war cripple. New York, Division of intelligence and publicity of Columbia university, 1917. 28 p. 16". (Columbia war papers, series I, no. 17)

EDUCATION OF WOMEN.

1438. **Women's intercollegiate association for student government.** Proceedings of the conference . . . tenth annual meeting, Mount Holyoke college, November 17-18, 1916. 35 p. 8".
Contains: 1. Quiet regulations.—2. Dormitory regulations.—3. Penalties.—4. Student representation on matters of curriculum.—5. Methods of raising funds.—6. Publicity.—7. The honor system.—8. Social life.—9. Possibilities of future expansion of student government.
1439. **Charter, Lena M.** Science for girls. West Virginia school journal and educator, 46:143-44, September 1917.
Inquiries into the particular aim of the science course for the high school girl.
1440. **Dearborn, George V. N.** College girls and marriage. School and society, 6:143-44, August 4, 1917.
A reply to Roswell H. Johnson's remarks in School and society for June 9, 1917, on Prof. Laura E. Lockwood's article "College women as wives and mothers."
1441. **Orne, Harriet.** Should a college girl think? Independent, 91:394-97, September 8, 1917.
The second article in "The gap between two generations."
1442. **Tuttle, Margaretta.** College and marriage. Good housekeeping, 65:36-37, 141, 142, 145, 146, 149, 150, September 1917.
Reasons for sending a girl to college.

NEGRO EDUCATION.

1443. **Edwards, Thomas J.** Helping negro boys in Virginia. Southern workman, 46:490-99, September 1917. illus.
Excerpts from address delivered before the Virginia conference of charities and correction, Staunton, Va., 1917, on the work of the Negro reformatory at Broadneck farm, Hanover county, Va.
1444. **Hemphill, J. C.** Problems of negro education. North American review, 206:436-45, September 1917.
Discusses the report of Dr. Thomas Jesse Jones of the Bureau of education on negro education.

EXCEPTIONAL CHILDREN.

1445. **Convention of American instructors of the deaf.** Papers at the twenty-first meeting, June 29-July 3, 1917. American annals of the deaf, 62:275-364, September 1917.
Contains: 1. A. L. E. Crouter: The training of teachers of the deaf, p. 293-304. 2. E. H. Currier: The why of the military, p. 305-7. 3. S. G. Davidson: Some observations on language methods, p. 308-20. 4. J. D. Wright: The partially deaf child, p. 321-29. 5. Hannah L. Mathews: Physical education for the deaf, p. 330-36. 6. C. R. Ely: Gallaudet college and vocational training, p. 337-43. 7. Martha E. Bruhn: The Müller-Walle method of lip-reading, p. 353-64.
1446. **Anderson, V. V.** A comparative study of feeble-mindedness and psychopathic personality among offenders in court. Boston medical journal, 177:210-13, August 16, 1917.
Writer makes a comparison of feeble-mindedness and psychopathic personality under six main heads: 1. Grade reached in school; 2. Industrial efficiency.; 3. Number of arrests; 4. Probation; 5. Penal treatment; 6. Mentality.

18 MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

1447. **Burt, Cyril L.** *Educative convalescence.* Child (London) 7:557-64, August 1917. illus.
Describes the work of the Heritage craft schools for cripples at Challey, Sumner, England.
1448. **Derrick, Calvin.** *Self-government.* Survey, 38:473-79, September 1, 1917. illus.
A successful experiment in self-government at the Ione reformatory, Ione, Cal., otherwise known as the Preston school of industry.
1449. **Lane, Winthrop D.** *Making the war safe for childhood. V.—Delinquency in war-time.* Survey, 38:451-54, August 25, 1917.
Fifth article of series. For earlier installments see Survey for August 4 and 11.
1450. **Lundberg, Emma O.** *A social study of mental defectives in New Castle county, Delaware.* Washington, Government printing office, 1917. 38p. 8°. (U. S. Children's bureau. Dependent, defective and delinquent classes series no. 3)
1451. **McCready, E. Bosworth.** *Physical and mental variations in school children, or, Paedology and its relation to pedagogy.* Education, 38:1-13, September 1917.
1452. **Taft, Jessie.** *Fortifying the child against mental disease.* American education, 21:12-17, September 1917.
What the teacher can do to avert mental disaster in her pupils.
1453. **Tillinghast, E. S.** *The oral method of education of the deaf.* Volta review, 19:457-62, September 1917.
Read at the Portland, Oreg., meeting of the National education association, July, 1917.
1454. **Wright, John D.** *The partially deaf child: a school problem.* Volta review, 19:449-52, September 1917.
Read at the twenty-first meeting of the Convention of American instructors of the deaf, Hartford, Conn., June 29 to July 4, 1917.

EDUCATION EXTENSION.

1455. **Bogardus, Emory S.** *The night school and the adult immigrant.* Western journal of education, 23:2-3, August 1917.
A study of 140 representative adult immigrants in the night schools of the city of Los Angeles.

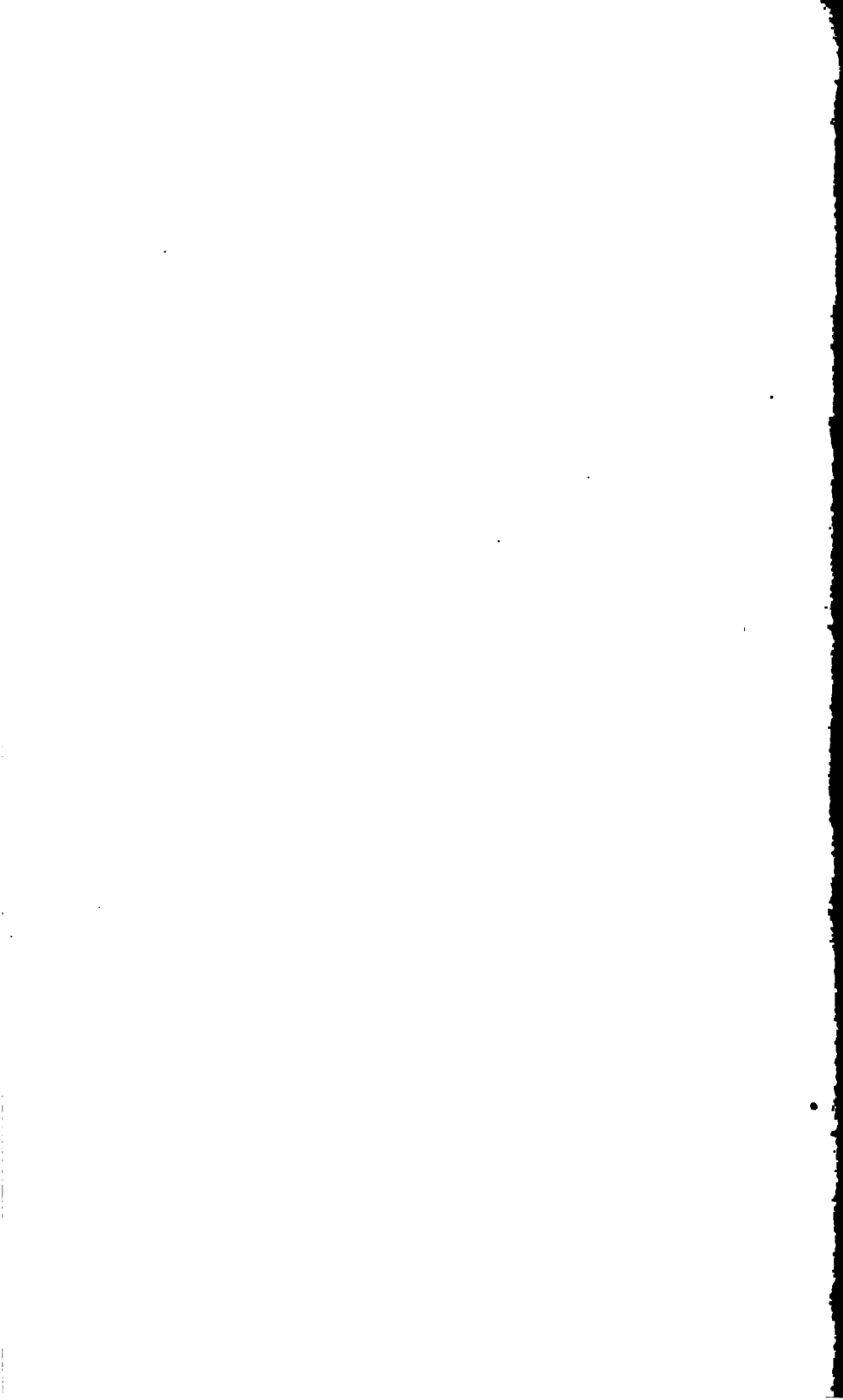
LIBRARIES AND READING.

1456. **Bostwick, Arthur E.** *The American public library.* New ed. New York and London, D. Appleton and company, 1917. 396p. illus. 12°.
1457. **Brown, Walter L.** *The changing public.* School and society, 6:1-6, July 7, 1917.
Also in Library journal, 42:587-91, August, 1917; in part in Public libraries, 22:299-301, October 1917.
Presidential address before the American library association, Louisville, June 22, 1917.
The public library and its work.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1458. *Agricultural and mechanical colleges, 1915-16;* by Benjamin F. Andrews. Washington, 1917. 47p. (Circular)
1459. *Bibliography of school lunches;* comp. by Lucy Condell. Washington, 1917. 25p. (Circular)

1460. The Conference on training for foreign service called by the Commissioner of education of the United States and held in the city of Washington, December 31, 1915. By Glen Levin Swiggett. Washington, 1917. 67p. (Bulletin, 1917, no. 37)
1461. Current practice in city school administration; by W. S. Deffenbaugh. Washington, 1917. 98p. (Bulletin, 1917, no. 8)
1462. Demand for vocational education in the countries at war; by Anna Tolman Smith. Washington, 1917. 16p. (Bulletin, 1917, no. 36)
1463. Higher technical education in foreign countries. Standards and scope. Prepared by Anna Tolman Smith and W. S. Jesien. Washington, 1917. 121p. plates. (Bulletin, 1917, no. 11)
1464. History of public school education in Delaware; by Stephen B. Weeks. Washington, 1917. 181p. (Bulletin, 1917, no. 18)
1465. Home economics teaching under present economic conditions. Washington, 1917. 11p. (Circular, September 5, 1917)
1466. Lessons in community and national life. Washington, 1917. 3 pamphlets. (Community leaflet, nos. 1-3)
No. 1. Section A—Designed for use in the upper classes of the high school. Lesson A-1. Some fundamental aspects of social organization. 32p.
No. 2. Section B—Designed for use in the upper grades of elementary schools and the first year of the high school. Lesson B-1. The effect of war on commerce in nitrate. 32p.
No. 3. Section C—Designed for use in the intermediate grades. Lesson C-1. The war and aeroplanes. 32p.
1467. Medical inspection of schools in Great Britain; by E. L. Roberts. Washington, 1917. 69p. illus. (Bulletin, 1916, no. 49)
1468. Opportunities for history teachers. The lessons of the great war in the classroom. By the National board for historical service. Washington, 1917. 22p. (Teachers' leaflet no. 1)
1469. Organizing kindergartens in city school systems. Washington, 1917. 5p. (Kindergarten education circular, 1917, no. 2)
1470. School extension statistics; by Clarence Arthur Perry. Washington, 1917. 30p. (Bulletin, 1917, no. 30)
1471. The work of American colleges and universities during the war. Contribution of higher institutions to the war and to reconstruction. Washington, 1917. 6p. (Circular no. 4, August 30, 1917)
1472. The work of American colleges and universities during the war. Report of a joint conference of the education section of the Committee on engineering and education of the advisory commission of the Council of national defense and a Commission representing the universities of Canada, held at Washington, July 3 and 4, 1917. Washington, 1917. 6p. (Higher education circular, 1917, no. 3)



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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1917, No. 43



EDUCATIONAL DIRECTORY
1917-18



WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

BULLETIN OF THE BUREAU OF EDUCATION FOR 1917.

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- *No. 3. Pine-needle basketry in schools. William C. A. Hammel. 5 cts.
- No. 4. Secondary agricultural schools in Russia. W. S. Jesien.
- No. 5. Report of an inquiry into the administration and support of the Colorado school system. K. M. Cook and A. C. Monahan.
- No. 6. Educative and economic possibilities of school-directed home gardening in Richmond, Ind. J. L. Randall.
- No. 7. Monthly record of current educational publications, February, 1917.
- No. 8. Current practice in city school administration. W. S. Deffenbaugh.
- No. 9. Department-store education. Helen B. Norton.
- No. 10. Development of arithmetic as a school subject. W. S. Monroe.
- *No. 11. Higher technical education in foreign countries. A. T. Smith and W. S. Jesien. 20 cts.
- No. 12. Monthly record of current educational publications, March, 1917.
- No. 13. Monthly record of current educational publications, April, 1917.
- No. 14. A graphic survey of book publication, 1890-1916. F. E. Woodward.
- No. 15. Studies in higher education in Ireland and Wales. Geo. E. MacLean.
- No. 16. Studies in higher education in England and Scotland. Geo. E. MacLean.
- No. 17. Accredited higher institutions. S. P. Capen.
- *No. 18. History of public-school education in Delaware. S. B. Weeks. 20 cts.
- No. 19. Report of a survey of the University of Nevada.
- No. 20. Activities of school children in out-of-school hours. C. D. Jarvis.
- No. 21. Monthly record of current educational publications, May, 1917.
- No. 22. Money value of education. A. C. Ellis.
- No. 23. Three short courses in home making. Carrie A. Lyford.
- No. 24. Monthly record of current educational publications—Index, Feb., 1916-Jan., 1917.
- No. 25. Military training of youths of school age in foreign countries. W. S. Jesien.
- No. 26. Garden clubs in the schools of Englewood, N. J. Charles O. Smith.
- No. 27. Training of teachers of mathematics for secondary schools. R. C. Archibald.
- No. 28. Monthly record of current educational publications, June, 1917.
- No. 29. Practice teaching for secondary school teachers. A. R. Mead.
- No. 30. School extension statistics, 1915-16. Clarence A. Perry.
- No. 31. Rural-teacher preparation in county training schools and high schools. H. W. Foght.
- No. 32. Work of the Bureau of Education for the natives of Alaska, 1915-16.
- No. 33. A comparison of the salaries of rural and urban superintendents of schools. A. C. Monahan and C. H. Dye.

[Continued on page 3 of cover.]

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1917, NO. 43

EDUCATIONAL DIRECTORY
1917-18



WASHINGTON
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1917

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EDUCATIONAL DIRECTORY, 1917-18.

Including changes reported to the Bureau of Education to January 10, 1918.

I.—THE UNITED STATES BUREAU OF EDUCATION.

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Lula M. Comstock.

Frank Buckingham.

Latha C. Thornton.

Albert T. Lamb.

Library Division:

John D. Wolcott, Chief.

Edith A. Wright.

Miltenerberger N. Small.

Meta B. Ausseker.

Martha P. Bailey.

May Westgate.

Martha R. McCabe.

John E. Patton.

Mails and Files Division:

Lovick Pierce, Chief.

Mrs. Florence K. Evans.

Eunice W. Curtis.

Mrs. Phoebe W. Smith.

John R. Hendley.

B. Frank Morrison.

Isaac E. Williamson.

Osborne F. Dennis.

Division of School Administration:

Walter S. Deffenbaugh, Specialist in Rural Education.

Florence C. Fox, Specialist in Educational Systems.

William R. Hood, School Legislation and Court Decisions.

Bertha Y. Hebb.

Division of Higher Education:

Samuel P. Capen, Specialist in Higher Education.

——, Specialist in Charge of Land-Grant College Statistics.

Ella B. Ratcliffe.

Division of Rural Education:

Harold W. Foght, Specialist in Rural School Practice.
 Alva O. Neal, Specialist in Rural School Administration.
 Jasper L. McBrien, School Extension Agent.
 John C. Muerman, Specialist in Rural Education.
 Mrs. Katherine M. Cook, Specialist in Rural Education.
 Belvia E. Cuzzort, Assistant in Rural Education.
 Edith A. Lathrop, Assistant in Rural Education.
 Charles H. Dye.

Division of Foreign Educational Systems:

Frank F. Bunker, Specialist in Foreign Educational Systems.
 Theresa Bach.
 Arthur MacDonald.

Division of Vocational Education:

William T. Bawden, Specialist in Industrial Education.
 Mrs. Henrietta W. Calvin, Specialist in Home Economics.
 Carrie A. Lyford, Specialist in Home Economics.

Division of School and Home Gardening:

John L. Randall, Specialist in School and Home Gardening.
 Ethel Gowans, Specialist in School and Home Gardening.

Division of Immigrant Education:

Harry H. Wheaton.¹
 Robert E. Fagan.¹
 Edna H. Edenburn.¹
 Mrs. Antonia T. Converse.¹
 Aubria Williams.¹
 Anna M. Evers.¹
 Matthew Kowalski.¹

Kindergarten Division:

Bessie Locke, 250 Madison Avenue, New York, N. Y.¹
 Almira M. Winchester.¹

Division of Racial Groups:

Thomas Jesse Jones, Specialist in Negro Education.¹
 Walter B. Hill.¹

Division of Home Education:

Mrs. Frederic K. Schoff, 3418 Baring Street, Philadelphia, Pa.¹
 Ellen C. Lombard.¹
 Miriam Hicks.¹

Division of School Hygiene:

F. B. Dresslar, Special Agent.
 Willard S. Small, Special Agent.
 Mrs. L. D. Goldsberry.

Division of Civic Education:

Arthur W. Dunn, Special Agent.

Stenographic Section:

Martha E. Field (in charge).
 Jean Umstattd.
 Mrs. Gladys C. Chaney.
 Mrs. Bessie I. Koehl.
 Charles Waranow.
 John J. Judge, jr.
 Mrs. Marguerite B. Pierce.
 Elizabeth L. Marshall.
 Emma M. Schwab.

Specialist in Commercial Education, Glen L. Swiggett.

Specialist in Agricultural Education, Chester D. Jarvis.

Translator, assigned to historical investigations, Stephen B. Weeks.

Specialist in Community Organization, Edward J. Ward.

Specialist Agent in Educational Community Organization, Henry E. Jackson

Director of Statistics, Lewis A. Kalbach.

Collector and Compiler of Statistics, W. Carson Ryan, jr.

Alaska Division (Washington, D. C.);

William Hamilton, Alaskan Assistant.

David E. Thomas, Accountant.

Edward D. Carmack.

¹ Special collaborator.

Alaska Division (Seattle, Wash.):

William T. Lopp, Superintendent of Education of Natives of Alaska.
 Harry C. Sinclair, Supply Agent.
 Chauncey C. Bestor, Special Disbursing Agent.
 Julius C. Helwig.
 James O. Williams.
 Mrs. Ivy M. Knox.

Substation (Nashville, Tenn.):

Fletcher B. Dresslar, Special Agent in Charge.

Substation (Teachers' College, New York City):

George D. Strayer.¹

Substation (University of Chicago, Chicago, Ill.):

Charles H. Judd.¹

Substation (Stanford University, California):

Ellwood P. Cubberley.¹

Special Collaborators:

Myron J. Abbey, Montana College of Agriculture and Mechanic Arts, Bozeman, Mont.
 J. H. Ackerman, President State Normal School, Monmouth, Oreg.
 Cyrus C. Adams, Geographer, New York, N. Y.
 Carter Alexander, George Peabody College for Teachers, Nashville, Tenn.
 Bernard M. Allen, Instructor, Phillips Academy, Andover, Mass.
 Mrs. Fannie Fern Andrews, Secretary, American School Peace League, Boston, Mass.
 S. G. Atkins, President, State Industrial and State Normal School, Winston, N. C.
 Herbert E. Austin, East Carolina Teachers' Training School, Greenville, N. C.
 T. M. Ave-Lallemand, Committee for Immigrants, New York City.
 Kendrick C. Babcock, Dean of the College of Liberal Arts, University of Illinois, Urbana, Ill.
 Naaman R. Baker, Supervisor of Rural Schools, Jefferson County, Ala.
 Miss Adelaide S. Baylor, Indiana Department of Public Instruction, Indianapolis, Ind.
 S. D. Van Benthuyssen, Dean of the School of Commerce, Dakota Wesleyan University, Mitchell, S. Dak.
 Mrs. H. T. Birney, National Congress of Mothers, Washington, D. C.
 George W. Bissell, Professor of Mechanical Engineering, Michigan Agricultural College, East Lansing, Mich.
 A. Maris Boggs, Bureau of Commercial Economics, Washington, D. C.
 James L. Bond, State Superintendent of Public Instruction, Little Rock, Ark.
 A. P. Bourland, Executive Secretary, Southern Conference for Education and Industry, Washington, D. C.
 Eugene C. Branson, University of North Carolina, Chapel Hill, N. C.
 Thomas H. Briggs, Professor of Education, Columbia University, New York, N. Y.
 C. J. Brown, Rural School Supervisor, Louisiana Department of Public Instruction, Baton Rouge, La.
 Edward F. Brown, Superintendent, Bureau of Welfare of School Children, New York, N. Y.
 Edward F. Buchner, Professor of Education, Johns Hopkins University, Baltimore, Md.
 Ernest Burnham, Michigan State Normal School, Ypsilanti, Mich.
 Richard Burton, Professor of English, University of Minnesota, Minneapolis, Minn.
 Miss Martha B. Burzynska, Public Library, Buffalo, N. Y.
 Mabel Carney, Supervisor Teacher Training Department, Minnesota Department of Public Instruction, St. Paul, Minn.
 Thomas J. Coates, Principal, State Normal School, Richmond, Ky.
 Raymond Earl Cole, New York, N. Y.
 N. P. Colwell, American Medical Association, Chicago Ill.
 R. W. Corwin, Pueblo, Colo.
 Mrs. Margaret Craig Curran, Portland, Oreg.
 Benjamin M. Davis, Professor of Agricultural Education, Miami University, Miami, Ohio.
 Mrs. Grace Davis, Redlands, Cal.
 Mrs. May Delahanty Port, National Kindergarten Association, New York, N. Y.
 Richard E. Dodge, Professor of Geography, Columbia University, New York, N. Y.
 Edward C. Elliott, Chancellor, University of Montana, Missoula, Mont.
 A. Caswell Ellis, University of Texas, Austin, Tex.
 Milton Fairchild, National Institution for Moral Instruction, Washington, D. C.
 Frederic E. Farrington, Head Master, Chevy Chase School, Washington, D. C.
 Leo M. Favrot, State Supervisor of Negro Schools, Baton Rouge, La.
 Jessie Field, Rural Specialist, National Board, Y. W. C. A., New York, N. Y.
 Fred M. Fling, Professor of History, University of Nebraska, Lincoln, Nebr.
 Edward A. Freeman, Superintendent of Schools, Itasca District No. 1, Grand Rapids, Minn.
 Lloyd L. Friend, Supervisor of High Schools, West Virginia Department of Free Schools, Charleston, W. Va.
 William H. Hand, State High School Inspector, South Carolina Department of Public Instruction, Columbia, S. C.

¹ Special collaborator.

Special collaborators—Continued.

- L. J. Hanftan, Supervisor of Rural Education, Morgantown, W. Va.
 Marie Turner Harvey, Kirksville, Mo.
 Leslie Hayford, Executive Secretary, Trustees of Massachusetts Training Schools, Boston, Mass.
 W. H. Heck, Professor of Education, University of Virginia, University, Va.
 Caroline Hedger.
 Mrs. William S. Hefferan, Chicago, Ill.
 Edwin M. Hopkins, University of Kansas, Lawrence, Kans.
 James F. Hostie, Chicago Normal College, Chicago, Ill.
 Henry Israel, Research Secretary, International Committee, Y. M. C. A., New York, N. Y.
 George E. Keenan, Superintendent of Schools, Deer River, Minn.
 Calvin N. Kendall, State Commissioner of Education, Trenton, N. J.
 Charles H. Keyes, President, Skidmore School of Arts, Saratoga Springs, N. Y.
 Clarence D. Kingsley, Agent, Massachusetts State Board of Education, Boston, Mass.
 Sherman C. Kingsley, Agent, Elizabeth McCormick Memorial Fund, Chicago, Ill.
 Esther E. Lape, National Americanization Committee, New York, N. Y.
 Walter E. Larson, State Inspector Rural Schools, Wisconsin Department of Public Instruction, Madison, Wis.
 Charles E. Little, George Peabody College for Teachers, Nashville, Tenn.
 George M. Lynch, Florida.
 Neil C. Macdonald, State Superintendent of Public Instruction, Bismarck, N. Dak.
 Frank A. Manny, Investigator, Bureau of Welfare for School Children, New York, N. Y.
 Charles G. Maphis, Professor of Secondary Education, University of Virginia, University, Va.
 William H. Maxwell, Superintendent of Schools, New York, N. Y.
 W. B. Mooney, Professor of School Administration, State Normal College, Greeley, Colo.
 Agnes Morris, Agent, Louisiana State Board of Health, Baton Rouge, La.
 John F. Murray.
 N. C. Newbold, Supervisor Elementary Schools, North Carolina Department of Public Instruction, Raleigh, N. C.
 William F. Osgood, Professor of Mathematics, Harvard University, Cambridge, Mass.
 Helen Parkhurst, New York City.
 Joshua H. Paul, Professor of Nature Study, University of Utah, Salt Lake City, Utah.
 William Lyon Phelps, Professor of English, Yale University, New Haven, Conn.
 Eugene M. Phillips, High School Inspector, Minnesota Department of Public Instruction, St. Paul, Minn.
 John H. Phillips, Superintendent of Schools, Birmingham, Ala.
 Richard H. Powell, Georgia State Normal College, Valdosta, Ga.
 Paul M. Rea, Director, Charleston Museum, Charleston, S. C.
 W. F. Russell, Dean, School of Education, University of Iowa, Iowa City, Iowa.
 C. G. Sargent, Colorado Agricultural College, Fort Collins, Colo.
 Charles C. Schmidt, Professor of Education, University of North Dakota, University, N. Dak.
 Louise Schofield, National Kindergarten Association, New York, N. Y.
 Fred N. Scott, Professor of Rhetoric, University of Michigan, Ann Arbor, Mich.
 James W. Searson, Kansas Agricultural College, Manhattan, Kans.
 Thomas S. Settle, Field Secretary, Playground and Recreation Association of America.
 Joseph H. Shriber, County Superintendent of Schools, Boulder, Colo.
 Charles Alphonso Smith, Professor of English, United States Naval Academy, Annapolis, Md.
 Charles Forster Smith, Professor of Greek and Classical Philology, University of Wisconsin, Madison, Wis.
 David Eugene Smith, Professor of Mathematics, Columbia University, New York, N. Y.
 Fred W. Smith, President, North Dakota School of Forestry, Bottineau, N. Dak.
 William H. Smith, President, Mississippi Agricultural and Mechanical College, Agricultural College, Miss.
 F. E. Spaulding, Superintendent of Schools, Cleveland, Ohio.
 Mrs. Cora W. Stewart, President of Kentucky Illiteracy Commission, Lexington, Ky.
 Rufus W. Stimson, Agent, Massachusetts State Board of Education, Boston, Mass.
 Simon W. Straus, Chicago, Ill.
 George D. Strayer, Professor of School Administration, Teachers College, Columbia University, New York, N. Y.
 Ambrose L. Suhrie, University of Pennsylvania, Philadelphia, Pa.
 L. L. Summers, Director of Manual Training, Portland, Oreg.
 John A. Thackston, University of Tennessee, Knoxville, Tenn.
 Burr W. Torreyson, State Normal School, Conway, Ark.
 Harlan Updegraff, Professor of School Administration, University of Pennsylvania, Philadelphia, Pa.
 Alvin E. Wagner, Professor of Education, Ohio University, Athens, Ohio.
 N. W. Walker, Inspector of High Schools, University of North Carolina, Chapel Hill, N. C.

Special collaborators—Continued.

W. D. Weatherford, Field Secretary, International Committee, Y. M. C. A.
 Mrs. Charles P. Weaver, Organizer, School Improvement Leagues, Kentucky.
 Lucy Wheelock, Kindergarten Training School, Boston, Mass.
 R. H. Whitbeck, Professor of Geography, University of Wisconsin, Madison, Wis.
 Henry G. Williams, State Supervisor of Normal Schools, Columbus, Ohio.
 Thomas D. Wood, Professor of Physical Education, Columbia University, New York, N. Y.
 Earl S. Wooster, Idaho State Normal School, Albion, Idaho.
 Charles C. Wright, Superintendent of Schools, Hunting Creek, N. C.
 A. Duncan Yocum, Professor of Education, University of Pennsylvania, Philadelphia, Pa.
 Jacob W. A. Young, University of Chicago, Chicago, Ill.

II.—PRINCIPAL STATE SCHOOL OFFICERS.

States and officers.	Official designation.	Address.
Alabama:		
Spright Dowell.....	State superintendent of education.....	Montgomery.
Jas. M. Gunnels.....	Chief clerk.....	Do.
R. E. Tidwell.....	Director of institutes.....	Do.
J. B. Hobdy.....	Rural school agent.....	Do.
J. L. Sibley.....	do.....	Do.
Roy Dimmitt.....	Secretary State board of teachers' examiners.....	Do.
J. S. Thomas.....	High school inspector.....	University.
W. C. Blasingame.....	do.....	Auburn.
Alaska:		
Lester D. Henderson.....	Commissioner of education.....	Juneau.
Arizona:		
C. O. Case.....	State superintendent of public instruction.....	Phoenix.
Frank Dykes.....	Assistant superintendent.....	Do.
Arkansas:		
J. L. Bond.....	State superintendent of public instruction.....	Little Rock.
O. P. Findley.....	Deputy.....	Do.
T. J. Terral.....	Assistant deputy.....	Do.
B. W. Torreyson.....	Supervisor of secondary schools.....	Do.
California:		
Edward Hyatt.....	Superintendent of public instruction.....	Sacramento.
M. G. Hyatt.....	Deputy superintendent.....	Do.
Will C. Wood.....	Assistant superintendent and commissioner of secondary schools.....	Do.
Margaret Schallenberg-McNaught.....	Assistant superintendent and commissioner of elementary schools.....	Do.
Edwin R. Snyder.....	Assistant superintendent and commissioner of vocational and industrial education.....	Do.
Canal Zone:		
A. R. Lang.....	Superintendent of schools.....	Balboa Heights.
Colorado:		
Mrs. Mary C. C. Bradford.....	State superintendent of public instruction.....	Denver.
Alice B. Clark.....	Deputy State superintendent.....	Do.
Connecticut:		
Charles D. Hine.....	Secretary of State board of education.....	Hartford.
H. C. Morrison.....	Assistant Secretary, State Board of Education.....	Do.
Mrs. Belle H. Johnson.....	Library visitor.....	Do.
F. J. Trinder.....	Trade-school supervisor.....	New Britain.
Delaware:		
A. R. Spald.....	State commissioner of education.....	Dover.
District of Columbia:		
E. L. Thurston.....	Superintendent of schools.....	Washington.
S. E. Kramer.....	Assistant superintendent.....	Do.
B. C. Bruce.....	do.....	Do.
Florida:		
W. N. Sheets.....	State superintendent of public instruction.....	Tallahassee.
R. L. Turner.....	State inspector of rural schools.....	Inverness.
Shelton Phillips.....	do.....	Williston.
W. S. Cawthon.....	State high school inspector.....	Gainesville.
J. C. Compton.....	Chief clerk.....	Tallahassee.
W. N. Sheets, Jr.....	Statistical clerk.....	Do.
Georgia:		
M. L. Brittain.....	State superintendent of schools.....	Atlanta.
Miss C. S. Parrish.....	State supervisor of rural schools (North Georgia).....	Do.
F. E. Land.....	State supervisor of rural schools (South Georgia).....	Macon.
J. O. Martin.....	State supervisor of rural schools (Middle Georgia).....	Covington.
M. L. Duggan.....	Rural school agent.....	Atlanta.
Joseph S. Stewart.....	State high-school inspector (University of Georgia).....	Athens.
J. W. Stephens.....	State school auditor.....	Atlanta.
Geo. D. Godard.....	Special supervisor (for Negroes).....	Milner.
Hawaii:		
Henry W. Kinney.....	Superintendent of public instruction.....	Honolulu.
Idaho:		
Ethel E. Redfield.....	State superintendent of public instruction.....	Boise.
Enoch A. Bryan.....	Commissioner of education.....	Do.

II.—PRINCIPAL STATE SCHOOL OFFICERS—Continued.

States and officers.	Official designation.	Address.
Illinois:		
Francis G. Blair	State superintendent of public instruction	Springfield.
John Calvin Hanna	High-school inspector	Do.
U. J. Hoffman	State supervisor of country and village schools	Do.
W. S. Booth	do.	Do.
Indiana:		
Horace Ellis	State superintendent of public instruction	Indianapolis.
Benjamin J. Burris	Assistant superintendent	Do.
Robt. K. Devricks	Deputy	Do.
J. G. Collicott	Director of vocational education	Do.
Bertha Lettis	Supervisor of agricultural education	Do.
Oscar H. Williams	Assistant in vocational education	Do.
Fred Gladden	High-school inspector	Do.
Bert Morgan	Clerk, State board of education	Do.
	Clerk, State Teachers' Retirement Fund Board	Do.
Iowa:		
A. M. Deyoe	State superintendent of public instruction	Des Moines.
F. D. Joseph	Deputy	Do.
B. W. Hoadley	Chief clerk	Do.
A. C. Fuller	Inspector normal training in high schools	Do.
J. A. Woodruff	Inspector rural and consolidated schools	Do.
J. L. Cherny	Inspector graded and high schools	Do.
M. R. Fayram	do.	Do.
Kansas:		
W. D. Ross	State superintendent of public instruction	Topeka.
C. E. St. John	Assistant superintendent	Do.
L. D. Whittemore	Secretary State board of education	Do.
C. C. Brown	High-school supervisor	Do.
O. B. Seyster	do.	Do.
Julia M. Stone	Rural-school supervisor	Do.
J. A. Shoemaker	do.	Do.
Kentucky:		
V. O. Gilbert	State superintendent of public instruction	Frankfort.
Paul F. Meagher	Chief clerk	Do.
M. F. Pogue	School inspector	Do.
McHenry Rhodes	State supervisor of high schools	Lexington.
J. V. Chapman	State supervisor of rural schools	Frankfort.
F. C. Button	do.	Do.
Louisiana:		
T. H. Harris	State superintendent of public education	Baton Rouge.
C. A. Ives	High-school inspector	Do.
C. J. Brown	Rural-school supervisor	Do.
C. F. Trudeau	Assistant high-school inspector	Do.
J. M. Foote	Assistant rural-school supervisor	Do.
Leo M. Favrot	Supervisor of Negro schools	Do.
P. L. Gilbeau	Supervisor of agricultural schools (State university)	Do.
Jno. R. Conniff	Chairman State teachers' examining committee	Do.
Maine:		
Augustus O. Thomas	State superintendent of public schools	Augusta.
G. W. Starkey	Deputy	Do.
Josiah W. Taylor	Agent for secondary education	Do.
H. A. Allan	Agent for rural education	Do.
Florence M. Hale	do.	Do.
A. W. Gordon	General agent for schools in unorganized townships	Do.
P. H. Smiley	Supervisor of practical arts	Gorham.
Marion C. Ricker	Supervisor of household arts	Farmington.
Maryland:		
M. Bates Stephens	State superintendent of schools	Baltimore.
G. H. Reavis	Assistant State superintendent	Do.
S. M. North	Supervisor of high schools	Do.
Wm. J. Holloway	Supervisor of rural schools	Do.
J. W. Hunnington	Supervisor of colored schools	Do.
Massachusetts:		
Payson Smith	State commissioner of education	Boston.
Frank W. Weight	Deputy commissioner	Do.
Robert O. Small	do.	Do.
Rufus W. Stimson	Agent	Do.
Charles R. Allen	do.	Do.
Clarence D. Kingsley	do.	Do.
Walter I. Hamilton	do.	Do.
Edward C. Baldwin	do.	Do.
Chester L. Pepper	do.	Do.
Burr J. Jones	do.	Do.
Robert I. Bramhall	do.	Do.
Louisa I. Fryer	do.	Do.
James A. Moyer	Director extension division	Do.
Robert H. Spahr	Agent extension division	Do.
Joseph W. L. Hale	do.	Do.
Charles W. Hobbs	do.	Do.
Herbert A. Dallas	do.	Do.

II.—PRINCIPAL STATE SCHOOL OFFICERS—Continued.

States and officers.	Official designation.	Address.
Michigan:		
Fred L. Keeler.....	State superintendent of public instruction.....	Lansing.
John M. Munson.....	Deputy superintendent.....	Do.
G. N. Otwell.....	Assistant superintendent.....	Do.
W. L. Coffey.....	do.....	Do.
Ella M. Smith.....	County normal supervisor.....	Do.
Minnesota:		
C. G. Schulz.....	State superintendent of education.....	St. Paul.
P. C. Tønning.....	Assistant.....	Do.
G. M. Cesander.....	do.....	Do.
E. M. Phillips.....	High-school inspector.....	Do.
Annie E. Shelland.....	Rural-school supervisor.....	Do.
S. A. Challman.....	Commissioner of school buildings.....	Minneapolis.
E. B. McLean.....	Graded-school inspector.....	St. Paul.
H. E. Flynn.....	Assistant inspector.....	Do.
E. T. Critchett.....	Director teachers' employment bureau and secretary of teachers' retirement fund.....	Do.
Mabel Carney.....	Supervisor teachers' training departments.....	Do.
C. C. Swain.....	Rural-school commissioner.....	Do.
Mississippi:		
W. F. Bond.....	State superintendent of public education.....	Jackson.
J. W. Broom.....	Assistant superintendent of public education.....	Do.
J. T. Calhoun.....	State supervisor rural schools.....	Do.
J. C. Fant.....	High-school inspector.....	University.
Bura Hibbun.....	State supervisor of Negro schools.....	Collins.
F. J. Hubbard.....	Director of secondary agricultural education.....	Jackson.
Missouri:		
Uel W. Lamkin.....	State superintendent of public schools.....	Jefferson City.
W. M. Oakerson.....	Chief clerk.....	Do.
P. P. Callaway.....	Teacher-training inspector.....	Do.
W. N. Sellman.....	High-school inspector.....	Do.
F. C. Irion.....	do.....	Do.
T. J. Walker.....	Rural-school inspector.....	Do.
D. W. Clayton.....	Statistician.....	Do.
Montana:		
May Trumper.....	State superintendent of public instruction.....	Helena.
L. B. Foote.....	Deputy.....	Do.
Adelaide M. Ayer.....	Rural-school inspector.....	Do.
Charles M. Reinoehl.....	do.....	Do.
Nebraska:		
W. H. Clemmons.....	State superintendent of public instruction.....	Lincoln.
J. A. Woodard.....	Deputy superintendent of public instruction.....	Do.
Corra A. Thompson.....	Assistant superintendent of public instruction.....	Do.
A. H. Dixon.....	Normal-training inspector.....	Do.
Alice Florer.....	Rural-school inspector.....	Do.
J. D. French.....	Head certification department.....	Do.
Nevada:		
John Edwards Bray.....	State superintendent of public instruction.....	Carson City.
Bertha C. Knemeyer.....	Deputy superintendent of public instruction.....	Elko.
James V. Comerford.....	do.....	Ely.
George E. McCracken.....	do.....	Fallon.
B. G. Bleasdale.....	do.....	Reno.
G. E. Anderson.....	do.....	Las Vegas.
New Hampshire:		
E. W. Butterfield.....	State superintendent of public instruction.....	Concord.
George H. Whitchee.....	Deputy superintendent of public instruction.....	Do.
Harriet L. Huntress.....	do.....	Do.
Robert J. Mitchell.....	Inspector child-labor service.....	New Market.
John Bishop.....	do.....	Concord.
F. M. Gunn.....	Attendance officer.....	Newport.
New Jersey:		
Calvin N. Kendall.....	State commissioner of education.....	Trenton.
John Enright.....	Deputy commissioner and in charge of hearings in controversies and disputes.....	Do.
A. B. Meredith.....	Assistant commissioner, secondary education.....	Do.
Zenos E. Scott.....	Assistant commissioner, elementary education.....	Do.
Lewis H. Carris.....	Assistant commissioner, industrial education, including agriculture.....	Do.
New Mexico:		
J. Howard Wagner.....	State superintendent of public instruction.....	Santa Fe.
John V. Conway.....	Assistant superintendent of public instruction.....	Do.
Ruth Coleman Miller.....	State director of industrial education.....	Do.
E. Paack.....	Chief clerk.....	Do.
New York:		
John H. Finley.....	State commissioner of education.....	Albany.
Thomas E. Finegan.....	Deputy commissioner and assistant commissioner for elementary education.....	Do.
Augustus S. Downing.....	Assistant commissioner and director of professional education.....	Do.
Charles F. Wheelock.....	Assistant commissioner for secondary education.....	Do.
James I. Weyer, jr.....	Director of State library.....	Do.

II.—PRINCIPAL STATE SCHOOL OFFICERS—Continued.

States and officers.	Official designation.	Address.
New York—Continued.		
John M. Clarke	Director of science and State museum	Albany.
Efram C. Case	Chief of administration division	Do.
James D. Sullivan	Chief of attendance division	Do.
William R. Watson	Chief of educational extension division	Do.
George M. Wiley	Director of examinations and inspections	Do.
James Sullivan	Director of archives and history division	Do.
Frank H. Wood	Chief of school buildings and grounds	Do.
Frank B. Gilbert	Chief of law division	Do.
Frank K. Walter	Vice director library school	Do.
Sherman Williams	Chief of school libraries division	Do.
Alfred W. Abrams	Chief of visual instruction division	Do.
Layton S. Hawkins	Director of agricultural and industrial education	Do.
North Carolina:		
J. Y. Joyner	State superintendent of public instruction	Raleigh.
L. C. Brogden	State agent for rural schools	Do.
N. C. Newbold	State agent for rural colored schools	Do.
E. E. Sams	Supervisor of teacher training	Do.
N. W. Walker	Inspector of public high schools	Chapel Hill.
T. E. Browne	Agent agricultural extension	Raleigh.
North Dakota:		
N. C. Macdonald	State superintendent of public instruction	Bismarck.
Helen J. Sullivan	Assistant State superintendent	Do.
K. B. McDonald	Deputy	Do.
E. R. Edwards	High-school inspector	Jamestown.
Edward Erickson	State rural-school inspector	Bismarck.
Ohio:		
F. B. Pearson	Superintendent of public instruction	Columbus.
Vernon M. Riegel	Assistant superintendent of public instruction	Do.
H. D. Swygart	Statistician	Do.
C. E. Oliver	High-school inspector	Do.
E. F. Warner	do	Do.
F. C. Landsittel	do	Do.
W. H. Wiley	do	Do.
George R. Twiss	do	Do.
Geo. M. Morris	do	Do.
Samuel L. Eby	do	Do.
W. F. Shaw	do	Bowling Green.
Oklahoma:		
Robert H. Wilson	State superintendent of public instruction	Oklahoma.
E. N. Collette	Assistant superintendent	Do.
Fred A. McCaulley	Agricultural assistant	Do.
A. C. Parsons	High-school inspector	Do.
E. A. Duke	Rural-school inspector	Do.
W. T. Hunt	Chief clerk	Do.
Oregon:		
J. A. Churchill	State superintendent of public instruction	Salem.
E. F. Carleton	Assistant State superintendent	Do.
Frank K. Welles	do	Do.
N. C. Maris	Field worker in industrial fairs	Do.
L. P. Harrington	do	Do.
Pennsylvania:		
Nathan C. Schaeffer	State superintendent of public instruction	Harrisburg.
A. D. Glenn	Deputy superintendent	Do.
Reed B. Teltrick	do	Do.
C. D. Koch	High-school inspector	Do.
Thos. S. March	do	Do.
W. M. Denison	do	Do.
James G. Pentz	do	Do.
M. B. King	Expert for industrial education	Do.
L. H. Dennis	Expert for agricultural education	Do.
Philippine Islands:		
W. W. Marquardt	Director of education	Manila.
Alejandro Albert	Assistant director of education	Do.
L. B. Bewley	Second assistant director of education	Do.
Porto Rico:		
Paul G. Miller	Commissioner of education	San Juan.
Carey Hinkle	Assistant commissioner	Do.
José Gonzalez Ginorio	General superintendent	Do.
do	do	Do.
Ward C. McCroskey	Secretary of department	Do.
George A. Harriman	Chief, division of property and accounts	Do.
A. Gonzalez Font	Chief, division of school-board accounts	Do.
Rhode Island:		
Walter E. Ranger	Commissioner of public schools	Providence.
Valentine Almy	Assistant commissioner	Do.
South Carolina:		
J. E. Swearingen	State superintendent of education	Columbia.
J. A. Stoddard	Assistant State superintendent	Do.
W. H. Hand	State high-school inspector	Do.
Lueco Gunter	State supervisor of elementary rural schools	Do.
Geo. D. Brown	State supervisor of mill schools	Do.
R. E. Lee	State school architect	Clemson College.
Verd Peterson	State supervisor of agricultural instruction	Do.

II.—PRINCIPAL STATE SCHOOL OFFICERS—Continued.

States and officers.	Official designation.	Address.
South Dakota:		
C. H. Lugg.....	State superintendent of public instruction.....	Pierre.
Charles T. King.....	Deputy superintendent.....	Do.
Tennessee:		
S. W. Sherrill.....	State superintendent of public instruction.....	Nashville.
A. S. Williams.....	State high-school inspector.....	Do.
J. B. Brown.....	State elementary-school inspector.....	Do.
Mrs. Pearl Williams Kelly.....	State school-library organizer.....	Do.
S. L. Smith.....	State rural-school supervisor.....	Do.
Texas:		
W. F. Doughty.....	State superintendent of public instruction.....	Austin.
S. H. Whitley.....	First assistant State superintendent.....	Do.
E. G. Grafton.....	Assistant State superintendent.....	Do.
Julius F. McDonald.....	Supervisor of public high schools.....	Do.
J. C. Blackwell.....	Director of vocational agriculture.....	Do.
E. L. White.....	Division of rural schools.....	Do.
L. T. Cunningham.....	Rural-school supervisor.....	Do.
L. L. Pugh.....	.....do.....	Do.
N. J. Clancy.....	Statistician.....	Do.
Grover Lewis.....	Auditor.....	Do.
C. A. Murray.....	Certificate clerk.....	Do.
C. A. Jay.....	Chairman State board of examiners.....	Do.
W. B. Brandenberger.....	Secretary State board of examiners.....	Do.
Walker King.....	College examiner of State board of examiners.....	Do.
L. Z. Timmons.....	Member State board of examiners.....	Do.
L. E. Dudley.....	Supervisor of public high schools.....	Do.
Utah:		
E. G. Gowans.....	State superintendent of public instruction.....	Salt Lake City.
E. J. Norton.....	Deputy superintendent.....	Do.
Mosiah Hall.....	State high-school inspector.....	Do.
Vermont:		
M. B. Hillegas.....	Commissioner of education.....	Montpelier.
Clyde M. Hill.....	State supervisor of junior high schools.....	Do.
Virginia:		
R. C. Stearnes.....	State superintendent of public instruction.....	Richmond.
W. T. Hodges.....	Field agent in rural education.....	Do.
A. Lucius Lincoln.....	State school inspector.....	Do.
W. W. Edwards.....	.....do.....	Do.
E. E. Worrell.....	.....do.....	Do.
Arthur D. Wright.....	State inspector for colored schools.....	Do.
J. H. Montgomery.....	Executive secretary Cooperative Education Association.....	Do.
Washington:		
Mrs. Josephine Preston.....	State superintendent of public instruction.....	Olympia.
Arthur Wilson.....	Assistant superintendent.....	Do.
Mrs. Addie E. Dickinson.....	Deputy superintendent.....	Do.
Edwin Twitmyer.....	High-school inspector.....	Seattle.
Mrs. Rose R. Fowler.....	Secretary State board of examiners.....	Olympia.
West Virginia:		
M. P. Shawkey.....	State superintendent of free schools.....	Charleston.
J. H. Thornton.....	Assistant State superintendent.....	Do.
L. L. Friend.....	Supervisor of high schools.....	Do.
L. J. Hanftan.....	Supervisor of rural schools.....	Do.
Geo. E. Hubbs.....	Supervisor of examinations.....	Do.
J. F. Marsh.....	Secretary of State board of regents.....	Do.
W. W. Sanders.....	Assistant supervisor of rural schools (colored).....	Do.
Wisconsin:		
C. P. Cary.....	State superintendent of public schools.....	Madison.
J. B. Borden.....	Assistant State superintendent.....	Do.
C. L. Harper.....	Second assistant State superintendent.....	Do.
O. B. Rice.....	Supervisor of school libraries.....	Do.
W. W. Thelsen.....	Supervisor; director of educational measurements.....	Do.
H. L. Terry.....	High-school supervisor.....	Do.
H. N. Goddard.....	.....do.....	Do.
A. B. Cook.....	Supervisor of day schools for the deaf and blind.....	Do.
J. M. Dorrans.....	Mannual-training supervisor.....	Do.
Geo. H. Drewry.....	State school supervisor.....	Do.
S. Miles Thomas.....	.....do.....	Do.
W. T. Anderson.....	.....do.....	Do.
A. A. Thompson.....	Supervisor of rural schools.....	Do.
Walter E. Larson.....	.....do.....	Do.
Annie Reynolds.....	Supervisor of grades.....	Do.
Maybelle Bush.....	.....do.....	Do.
Amy Bronsky.....	.....do.....	Do.
Mary A. Smith.....	Supervisor of domestic science.....	Do.
Elizabeth L. Woods.....	Supervisor of exceptional classes.....	Do.
Wyoming:		
Edith K. O. Clark.....	State superintendent of public instruction.....	Cheyenne.
Thomas B. McDonough.....	Deputy superintendent of public instruction.....	Do.
J. O. Cresser.....	Commissioner of education.....	Do.
Jennie G. McGuffey.....	Chief of the Bureau of Certification.....	Do.

III.—EXECUTIVE OFFICERS OF STATE BOARDS OF EDUCATION.¹

Officers of the board.	Post-office address.	Other official title.
J. F. A. Strong, president.....	Juneau, Alaska.....	Governor.
George W. P. Hunt, chairman.....	Phoenix, Ariz.....	Do.
C. O. Case, secretary.....	do.....	State superintendent of public instruction.
J. L. Bond, chairman.....	Little Rock, Ark.....	Do.
J. W. Kuykendall, secretary.....	Fort Smith, Ark.....	Superintendent of public instruction.
Edward Hyatt, secretary.....	Sacramento, Cal.....	Do.
Mrs. Mary C. C. Bradford, president.....	Denver, Colo.....	Secretary of state.
James E. Noland.....	do.....	Attorney general.
Leslie E. Hubbard.....	do.....	Governor.
Marcus H. Holcomb, president.....	Southington, Conn.....	
Charles D. Hine, secretary.....	Hartford, Conn.....	
Clifford J. Scott, president.....	Wilmington, Del.....	
Frederick Brady, vice president.....	Middletown, Del.....	
A. R. Spald, secretary.....	Dover, Del.....	State commissioner of education.
John Van Schaick, Jr., president.....	Washington, D. C.....	
H. O. Hine, secretary.....	do.....	
Sidney J. Catts, president.....	Tallahassee, Fla.....	Governor.
W. N. Sheats, secretary.....	do.....	State superintendent of public instruction.
Hugh M. Dorsey, president.....	Atlanta, Ga.....	Governor.
M. L. Brittain, secretary and executive.	do.....	State superintendent of schools.
Evan Evans, chairman.....	Grangeville, Idaho.....	
Ramsey M. Walker, secretary.....	Wallace, Idaho.....	
Horace Ellis, president.....	Indianapolis, Ind.....	Do.
W. W. Parsons, secretary.....	Terre Haute, Ind.....	
D. D. Murphy, president.....	Elkader, Iowa.....	
W. H. Gemmill, secretary.....	Des Moines, Iowa.....	
W. D. Ross, president.....	Topeka, Kans.....	Do.
L. D. Whittmore, secretary.....	do.....	
V. O. Gilbert, chairman.....	Frankfort, Ky.....	State superintendent of public instruction.
E. L. Kidd, president.....	Ruston, La.....	
T. H. Harris, secretary.....	Baton Rouge, La.....	State superintendent of public education.
E. C. Harrington, president.....	Annapolis, Md.....	Governor.
M. Bates Stephens, secretary.....	Baltimore, Md.....	State superintendent of public education.
Frederick P. Fish, chairman.....	Boston, Mass.....	
Payson Smith, executive officer.....	do.....	State commissioner of education.
Frank Cody, president.....	Detroit, Mich.....	
Fred L. Keeler, secretary.....	Lansing, Mich.....	State superintendent of public instruction.
W. F. Bond, president.....	Jackson, Miss.....	State superintendent of public education.
J. W. Power, secretary.....	do.....	Secretary of state.
Ross Collins.....	do.....	Attorney general.
Uel W. Lamkin, president.....	Jefferson City, Mo.....	State superintendent of public schools.
Cornelius Roach, secretary.....	do.....	Secretary of state.
S. V. Stewart, president.....	Helena, Mont.....	Governor.
Mary Trumper, secretary.....	do.....	State superintendent of public instruction.
Emmet D. Boyle, president.....	Carson City, Nev.....	Governor.
John E. Bray, secretary.....	do.....	State superintendent of public instruction.
M. E. Rice, president.....	Leonardo, N. J.....	
Calvin N. Kendall, secretary.....	Trenton, N. J.....	State commissioner of education.
W. E. Lindsey, president.....	Santa Fe, N. Mex.....	Governor.
J. Harold Wagner, secretary.....	do.....	State superintendent of public instruction.
Phiny T. Sexton, chancellor of the university.	Palmyra, N. Y.....	
John H. Finley, chief executive.....	Albany, N. Y.....	President of the university and State commissioner of education.
T. W. Bickett, president.....	Raleigh, N. C.....	Governor.
J. Y. Joyner, secretary.....	do.....	State superintendent of public instruction.
N. C. Macdonald, president.....	Bismarck, N. Dak.....	Superintendent of public instruction.
K. B. Macdonald, secretary.....	do.....	Deputy superintendent of public instruction.
Alfred Vivian, president.....	Columbus, Ohio.....	
F. B. Pearson, secretary.....	do.....	Superintendent of public instruction.
R. H. Wilson, chairman.....	Oklahoma, Okla.....	State superintendent of public instruction.
L. T. Huffman, secretary.....	do.....	
James Withycomb, president.....	Salem, Oreg.....	Governor.
J. A. Churchill, secretary.....	do.....	State superintendent of public instruction.
Nathan C. Schaeffer, president.....	Harrisburg, Pa.....	Do.
J. George Becht, executive secretary.....	do.....	
R. L. Beekman, president.....	Newport, R. I.....	Governor.

¹ Forty States have State boards of education, as here indicated; Wisconsin has also a State board of industrial education.

III.—EXECUTIVE OFFICERS OF STATE BOARDS OF EDUCATION—Continued.

Officers of the board.	Post-office address.	Other official title.
Walter E. Ranger, secretary	Providence, R. I.	Commissioner of public schools.
Richard I. Manning, chairman	Columbia, S. C.	Governor.
J. E. Swearingen, secretary	do.	State superintendent of education.
P. L. Harned, president	Clarksville, Tenn.	President of State board of industrial education.
S. W. Sherrill, ex officio secretary	Nashville, Tenn.	State superintendent of public instruction.
W. P. Hobby, president	Austin, Tex.	Governor.
W. F. Dougherty, secretary	do.	State superintendent of public instruction.
E. G. Gowans, chairman	Salt Lake City, Utah	Do.
J. A. Widtsoe, secretary	do.	Deputy superintendent.
E. J. Norton, assistant secretary	do.	
James Hartness, chairman	Springfield, Vt.	
Rollo G. Reynolds, executive clerk	Montpelier, Vt.	
R. C. Stearnes, president	Richmond, Va.	State superintendent of public instruction.
J. N. Hillman, secretary	do.	Do.
Mrs. Josephine C. Preston, president	Olympia, Wash.	Assistant superintendent of public instruction.
Arthur Wilson, acting secretary	do.	State superintendent of free schools.
M. P. Shawkey, president	Charleston, W. Va.	
J. F. Marsh, secretary	do.	
Herman Grotphorst, president	Madison, Wis.	
F. S. Lamb, secretary	do.	

IV.—EXECUTIVE OFFICERS OF STATE LIBRARY COMMISSIONS.¹

Executive officer.	Post-office address.	Name of commission.
Thomas M. Owen, director	State Capitol, Montgomery, Ala.	State department of archives and history, library extension division.
George B. Rose, chairman	Little Rock, Ark.	Arkansas library commission.
Milton J. Ferguson, State librarian	Sacramento, Cal.	California State library.
Chalmers Hadley, president	Public Library, Denver, Colo.	State board of library commissioners.
Carrie M. Cushing, librarian and clerk	The Capitol, Denver, Colo.	State traveling library commission.
C. D. Hine, chairman	Hartford, Conn.	Connecticut public library committee.
Earle D. Willey, secretary	State Library, Dover, Del.	State library commission.
Susie Crumley, organizer	Carnegie Library, Atlanta, Ga.	Do.
Chas. H. Atherton, president	Honolulu, Hawaii	Library of Hawaii.
Mrs. Marie M. Schreiber, secretary	Statehouse, Boise, Idaho	State library commission.
Anna M. Price, secretary	Springfield, Ill.	Illinois library extension commission.
Henry N. Sanborn, secretary	Statehouse, Indianapolis, Ind.	State public library commission.
Julia A. Robinson, secretary	State Historical Building, Des Moines, Iowa.	State library commission.
Mrs. Adrian Greene, secretary	State Library, Topeka, Kan.	Kansas traveling libraries commission.
Fannie C. Rawson, secretary	Capitol, Frankfort, Ky.	Kentucky library commission.
Henry E. Dunnack, State librarian	State Library, Augusta, Me.	Maryland public library commission.
Mrs. M. A. Newell, secretary	Enoch Pratt Free Library, Baltimore, Md.	Massachusetts free public library commission.
E. Louise Jones, general secretary and library adviser	State Library, Boston, Mass.	State board of library commissioners.
Mrs. Mary C. Spencer, secretary	State Library, Lansing, Mich.	State public library commission.
Clara F. Baldwin, secretary	The Capitol, St. Paul, Minn.	Missouri library commission.
Elizabeth B. Wales, secretary	202 Washington St., Jefferson City, Mo.	
Charlotte Templeton, secretary	The Capitol, Lincoln, Nebr.	State public library commission.
Albertus T. Dudley, secretary	Exeter, N. H.	Do.
John P. Dillard	26 Dean Ave., Trenton, N. J.	Do.
James I. Wyer, Jr., director	Albany, N. Y.	State library.
William R. Watson, chief of division	do.	Division of educational extension, University of the State of New York.
Mrs. Edward R. Blanton, secretary	Raleigh, N. C.	North Carolina library commission.
Mrs. Minnie C. Budlong, secretary	Bismarck, N. Dak.	State library commission.
C. B. Galbreath, secretary	State Library, Columbus, Ohio.	State board of library commissioners.
Cornelia Marvin, librarian	Supreme court building, Salem, Ore.	State library.
T. L. Montgomery, secretary	State Library, Harrisburg, Pa.	Pennsylvania free library commission
Charles H. Terry, secretary-treasurer	San Juan, P. R.	State library commission.

¹ Thirty-seven States have library commissions as here indicated.

IV.—EXECUTIVE OFFICERS OF STATE LIBRARY COMMISSIONS—Continued.

Executive officer.	Post-office address.	Name of commission.
Walter E. Ranger, secretary.....	Statehouse, Providence, R. I.	State committee on libraries, Rhode Island State education department.
Julia C. Stockett, field librarian....	Statehouse, Pierre, S. Dak....	State free library commission.
Mrs. Pearl W. Kelley, director.....	Nashville, Tenn.....	Tennessee, department of education, division of library extension.
C. Klaerner, secretary.....	State Library, Austin, Tex.	State library and historical commission.
Mary E. Downey, secretary and organizer.....	Salt Lake City, Utah.	State library.
Ruth L. Brown, secretary.....	34 Elm St., Montpelier, Vt....	State free public library commission.
H. R. McIlwaine, librarian.....	State Library, Richmond, Va.	Virginia State library.
J. M. Hitt, secretary.....	State Library, Olympia, Wash.	State library commission.
C. W. Shaffer.....	State law library, Olympia, Wash.	
L. J. Diven.....	State traveling library, Olympia, ash.	
Matthew S. Dudgeon, secretary...	The Capitol, Madison, Wis..	Wisconsin free library commission.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS.¹

County.	Superintendent.	County.	Superintendent.
ALABAMA.		ALABAMA—contd.	
Autauga.....	Mrs. R. L. Faucett, Prattville	Marshall.....	F. O. Creel, Boaz.
Baldwin.....	J. S. Lambert, Bay Minette.	Mobile.....	S. S. Murphy, Mobile.
Barbour.....	A. C. Anderson, Cllo.	Monroe.....	Geo. A. Harris, Montroseville.
Bibb.....		Montgomery.....	W. F. Feagin, Montgomery.
Blount.....	A. L. Head, Cleveland.	Morgan.....	J. C. Tidwell, Albany.
Bullock.....	F. B. Haynes, Union Springs.	Perry.....	Chas. C. Johnson, Marion.
Butler.....	P. B. Pepper, Georgiana.	Pickens.....	W. H. Storey, Carrollton.
Calhoun.....	H. T. Persons, Anniston.	Pike.....	Mrs. J. M. Sanders, Troy.
Chambers.....	G. M. Barnett, Lafayette.	Randolph.....	J. N. Word, Wedowee.
Cherokee.....	John W. Browder, Galesville.	Russell.....	H. E. Hutchinson, Hurtsboro.
Chilton.....	Willie T. Bean, Clanton.	Shelby.....	S. P. Williamson, Sterrett.
Choctaw.....	John D. Phillips, Yantley.		R. F. D. No. 1.
Clarke.....	J. F. Gillis, Grove Hill.	St. Clair.....	Geo. W. Floyd, Ashville.
Clay.....	W. T. Harwell, Ashland.	Sumter.....	R. B. Callaway, Cuba.
Cleburne.....	G. B. Boman, Heflin.	Talladega.....	M. T. Linder, Talladega.
Coffee.....	G. C. Bowden, Elba.	Tallapoosa.....	J. D. Lane, Dadeville.
Colbert.....	Joe Walker, Tuscumbia.	Tuscaloosa.....	D. L. Smith, Tuscaloosa.
Conecuh.....	W. R. Bennett, Red Level.	Walker.....	T. J. York, Jasper.
Coosa.....	H. H. King, Kellyton.	Washington.....	C. C. Smith, Chatom.
Covington.....	Chas. Baker, Andalusia.	Wilcox.....	O. C. Weaver, Camden.
Crenshaw.....	T. A. Capps, Luverne.	Winston.....	A. B. Curtis, Double Springs.
Cullman.....	Geo. C. Metz, Cullman.		
Dale.....	R. L. Marchman, Pinckard.		
Dallas.....	D. M. Callaway, Selma.		
DeKalb.....	J. M. Tucker, Boaz.		
Elmore.....	G. H. Howard, Wetumpka.		
Escambia.....	R. E. Ledbetter, Brewton.		
Etowah.....	E. P. Murphy, Gadsden.		
Fayette.....	D. W. Berry, Fayette.		
Franklin.....	John R. Guin, Belgreen.		
Geneva.....	B. H. Boyd, Hartford.		
Greene.....	W. P. Archibald, Knoxville.		
Hale.....	W. C. Willburn, Evergreen.		
Henry.....	P. A. McDaniel, Abbeville.		
Houston.....	J. M. Odom, Dothan.		
Jackson.....	Jesse Wheeler, Scottsboro.		
Jefferson.....	N. R. Baker, Birmingham.		
Lamar.....	G. S. Smith, Vernon.		
Lauderdale.....	D. O. Warren, Florence.		
Lawrence.....	C. C. Kerby, Moulton.		
Lee.....	W. Y. Fleming, Phoenix.		
Limestone.....	M. K. Clements, Athens.		
Lowndes.....	J. A. Coleman, Hayneville.		
Macon.....	W. B. Riley, Tuskegee.		
Madison.....	S. R. Butler, Huntsville.		
Marango.....	Geo. M. Watson, Linden.		
Marion.....	J. H. Couch, Gula.		
		ALASKA.²	
		Northwestern dist.....	Walter C. Shields, Nome.
		Western dist.....	Walter H. Johnson, St. Michael
		Do.....	John H. Kilbuck, (assistant)
			Akiak.
		Upper Yukon dist.....	George E. Boulter, Tanana.
		Southwestern dist.....	Arthur E. Miller, Anchorage.
		Southeastern dist.....	C. W. Hawkesworth, Juneau.
		ARIZONA.	
		Apache.....	J. W. Brown, St. Johns.
		Cochise.....	Elsie Tales, Tombstone.
		Coconino.....	Lenore Frances, Flagstaff.
		Gila.....	Mabry Crozier, Globe.
		Graham.....	S. C. Heywood, Safford.
		Greenlee.....	Jessie Billingsley, Clifton.
		Maricopa.....	A. H. Fulton, Phoenix.
		Mohave.....	Mrs. L. J. Lessall, Kingman.
		Navajo.....	Joseph Peterson, Holbrook.
		Pima.....	Vera Z. Shurts, Tucson.
		Pinal.....	Lola Le Baron, Florence.
		Santa Cruz.....	Mrs. Josephine Saxon, Nogales.
		Yavapai.....	W. Curtis Miller, Prescott.
		Yuma.....	Nora E. Marrow, Yuma.

¹ Including, for certain States, district, division, and union superintendents with duties corresponding to those of county superintendents. See State lists for official designation.

² District superintendents of schools for natives.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued

County.	Superintendent.	County.	Superintendent.
ARKANSAS.		ARKANSAS—contd.	
Arkansas.....	J. M. Henderson jr., DeWitt.	Sharp:	
Ashley.....	Guy E. Smith, Hamburg. ¹	Northern dist.	M. A. Kellett, Willford. ¹
Baxter.....	H. A. Goatcher, Mountain Home. ¹	Southern dist.	J. W. Taylor, Cave City. ¹
Benton.....	W. R. Edwards, Bentonville.	St. Francis.	J. M. Wilson, Forest City. ¹
Boone.....	J. O. Curnutt, Bellefonte. ¹	Stone.....	Trolly T. Hall, Mountain View. ¹
Bradley.....	M. J. Anders, Hermitage. ¹	Union.....	Perry Nelson, El Dorado. ¹
Calhoun.....	G. J. James, Hampton. ¹	Van Buren.....	O. M. Jennings, Choctaw. ¹
Carroll:		Washington.....	W. F. Buck, Fayetteville.
Eastern dist.	C. E. Bennett, Berryville. ¹	White.....	J. W. Henry, Searcy.
Western dist.	M. L. McCall, Eureka Springs. ¹	Woodruff:	
Chicot.....	D. T. Henderson, Eudora.	Northern dist.	Thos. W. Woodbury, McCrory. ¹
Clark.....	H. A. Woodward, Arkadelphia. ¹	Southern dist.	C. C. Hunnicutt, Cotton Plant. ¹
Clay:		Yell:	
Eastern dist.	W. H. Winston, St. Francis. ¹	Southern dist.	N. M. Campbell, Gravelly. ¹
Western dist.	Archie Taylor, Palatka. ¹	Northern dist.	T. A. Wright, Centerville. ¹
Cleburne.....	Fred Moore, Heber Springs.		
Cleveland.....	J. L. Harlow, Rison. ¹	CALIFORNIA.	
Columbia.....	V. M. Hardin, Emerson. ¹	Alameda.....	Geo. W. Frick, Oakland.
Conway.....	W. A. Tucker, Plummerville. ¹	Alpine.....	Mrs. Eugenia M. Bruns, Sheridan, Nev.
Craighead.....	Oscar Findley, Jonesboro. ¹	Amador.....	Mrs. Sabra Greenhalgh, Jackson.
Crawford.....	H. W. Shaffer, Van Buren.	Butte.....	Mrs. Pearle Rutherford, Oroville.
Crittenden.....	T. P. Johnson, Earle.	Calaveras.....	Teresa Rivara, San Andreas.
Cross.....	S. R. Curtis, Wynne. ¹	Colusa.....	Perle Sanderson, Colusa.
Dallas.....	J. J. Harrison, Fordyce. ¹	Contra Costa.....	Wm. H. Hanlon, Martinez.
Desha.....	L. M. Gary, Dumas. ¹	Del Norte.....	Jos. M. Hamilton, Crescent City.
Drew.....	W. B. Massey, Monticello. ¹	Eldorado.....	S. B. Wilson, Placerville.
Faulkner.....	A. A. Parsons, Jr., Mt. Vernon. ¹	Fresno.....	E. W. Lindsey, Fresno.
Franklin:		Glenn.....	S. M. Chaney, Willows.
Charleston dist.	G. L. Ames, Charleston. ¹	Humboldt.....	Geo. Underwood, Eureka.
Ozark dist.	W. I. Agee, Ozark. ¹	Imperial.....	A. P. Shibley, El Centro.
Fulton.....	H. E. Watson, Viola. ¹	Inyo.....	Mrs. M. A. Clarke, Bishop.
Garland.....	D. A. Crockett, Hot Springs.	Kern.....	L. E. Chenoweth, Bakersfield.
Grant.....	T. Nathan Nall, Sheridan. ¹	Kings.....	J. E. Meadows, Hanford.
Greene.....	J. A. Walden, Paragould, R. F. D. No. 2. ¹	Lake.....	Minerva Ferguson, Lakeport.
Hempstead.....	J. J. Roberts, Hope, R. F. D. No. 2. ¹	Lassen.....	F. Brunhouse, Susanville.
Hot Springs.....	W. D. Leiper, Malvern. ¹	Los Angeles.....	Mark Keppel, Los Angeles.
Howard.....	A. L. Merrell, Nashville. ¹	Madera.....	Craig Cunningham, Madera.
Independence.....	Sidney Pickens, Batesville. ¹	Marin.....	Jas. B. Davidson, San Rafael.
Isard.....	W. E. Schultz, Calico Rock. ¹	Mariposa.....	John L. Dexter, Mariposa.
Jackson.....	E. H. Bowman, Newport.	Mendocino.....	Mrs. Anna Porterfield, Ukiah.
Jefferson.....	A. W. Lowe, Pine Bluff.	Merced.....	Margaret Sheehy, Merced.
Johnson.....	J. W. Sallis, Lewisville. ¹	Modoc.....	Mrs. Nettie B. Harris, Alturas.
Lafayette.....	J. F. Bright, Clarksville. ¹	Mono.....	Mrs. A. M. Hays, Bridgeport.
Lawrence.....	R. C. Waldron, Black Rock. ¹	Monterey.....	Geo. Schultzberg, Salinas.
Lee.....	L. L. Hilton, Moro.	Napa.....	Lena A. Jackson, Napa.
Lincoln.....	T. E. Puckett, Star City. ¹	Nevada.....	R. J. Fitzgerald, Nevada City.
Little River.....	D. P. Holmes, Ashdown. ¹	Orange.....	R. P. Mitchell, Santa Ana.
Logan:		Placer.....	Irene Burns, Auburn.
Southern dist.	G. A. Scott, Booneville. ¹	Plumas.....	Mrs. Kate L. Donnelley, Quincy.
Northern dist.	W. H. Houser, Ratcliff. ¹	Riverside.....	Raymond Cree, Riverside.
Lonoke.....	W. C. Davis, Lonoke.	Sacramento.....	Carolyn M. Webb, Sacramento.
Madison.....	Troy Clark, Hindsville. ¹	San Benito.....	W. J. Cagney, Hollister.
Marion.....	W. H. Bryant, Yellville. ¹	San Bernardino.....	Mrs. Grace C. Stanley, San Bernardino.
Miller.....	T. V. Reid, Texarkana.	San Diego.....	John F. West, San Diego.
Mississippi.....	J. T. Miller, Blytheville.	San Francisco.....	Alfred Roncovieri, San Francisco.
Monroe.....	W. H. Laney, Clarendon.	San Joaquin.....	John W. Anderson, Stockton.
Montgomery.....	W. G. Miller, Mount Ida.	San Luis Obispo.....	W. S. Wright, San Luis Obispo.
Nevada.....	C. M. Hirst, Prescott. ¹	San Mateo.....	Roy W. Cloud, Redwood City.
Newton.....	H. E. Martin, Jasper.	Santa Barbara.....	Mamie V. Lehner, Santa Barbara.
Onachita.....	C. D. Umstead, Stephens. ¹	Santa Clara.....	D. T. Bateman, San Jose.
Perry.....	W. B. Loudermilk, Adona. ¹	Santa Cruz.....	Champ S. Price, Santa Cruz.
Phillips.....	E. M. Pipkin, Jr., Helena. ¹	Shasta.....	Mrs. Charlotte Cunningham, Redding.
Pike.....	T. A. Floyd, Glenwood.	Sierra.....	Belle Alexander, Downieville.
Poinsett.....	H. B. Thorn, Harrisburg.	Siskiyou.....	W. H. Parker, Yreka.
Polk.....	W. H. Pigg, Mens. ¹		
Pope.....	H. A. Rushing, Atkins. ¹		
Prairie.....	J. C. Griffin, Hickory Plains.		
Pulaski.....	R. H. Parham, Little Rock. ¹		
Randolph.....	R. A. Mock, Reyno. ¹		
Saline.....	D. M. McCorvey, Haskell. ¹		
Scott.....	G. C. Ellis, Waldron. ¹		
Searcy.....	N. M. Sutterfield, Marshall. ¹		
Sebastian.....	L. M. Redwine, Greenwood.		
Sevier.....	Geo. W. Lewis, Horatio. ¹		

¹ County examiners only.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
CALIFORNIA—contd.		COLORADO—contd.	
Solano.....	Dan H. White, Fairfield.	Montrose.....	Emma Full, Montrose.
Sonoma.....	Florence M. Barnes, Santa Rosa.	Morgan.....	Mrs. C. P. Cochran, Fort Morgan.
Stanislaus.....	Frank Bacon, Modesto.	Otero.....	S. B. Phillips, La Junta.
Sutter.....	Lizzie Vagedes, Yuba City.	Ouray.....	Alma Brookway, Ouray.
Tehama.....	Mamie B. Lang, Red Bluff.	Park.....	Miss Marian Hill, Fairplay.
Trinity.....	Maude I. Schroter, Weaver-ville.	Phillips.....	Chas. R. Peters, Holyoke.
Tulare.....	J. E. Buckman, Visalia.	Pitkin.....	Ethel Higinbotham, Aspen.
Tuolumne.....	G. P. Morgan, Sonora.	Prowers.....	Mary Z. Lake, Lamar.
Ventura.....	Jas. E. Reynolds, Ventura.	Pueblo.....	R. B. Lillie O. Baker, Pueblo.
Yolo.....	Harriett S. Lee, Woodland.	Rio Blanco.....	R. B. Garrison, Meeker.
Yuba.....	Jennie Malaley, Marysville.	Rio Grande.....	Carrie Deltrich, Monte Vista.
COLORADO.		Routt.....	Mrs. Emma H. Peck, Hayden.
Alamosa.....	Ada Sundquist, Alamosa.	Saguache.....	S. E. Forbes, Saguache.
Adams.....	Helen Lamb, Brighton.	San Juan.....	Mrs. Mary B. Hodges, Silver-ton.
Arapahoe.....	Mrs. Sada R. Wilson, Little-ton.	San Miguel.....	Bertha T. Cameron, Telluride.
Archuleta.....	Mrs. Alice Noland Pagosa Springs.	Sedgwick.....	Emma Carlson, Julesburg.
Baca.....	Earl C. Denney, Springfield.	Summit.....	Mrs. Melissa Hayden, Breck-enridge.
Bent.....	Alfie V. Richmond, Las Ani-mas.	Teller.....	Mrs. Nellie Slusher, Cripple Creek.
Boulder.....	E. D. Webb, Boulder.	Washington.....	Mrs. Rose Bachman, Akron.
Chaffee.....	Mrs. Rosa W. Ridgway, Bu-ena Vista.	Weld.....	A. B. Copeland, Greeley.
Cheyenne.....	Mrs. Esther B. Weir, Cheyenne Wells.	Yuma.....	Clara Tegner, Wray.
Clear Creek.....	Mrs. Elizabeth Gleason, Idaho Springs.	CONNECTICUT. ¹	
Conejos.....	L. H. Mortensen, Sanford.	Bridgewater.....	L. E. Abbott, 43 Morris St., Danbury.
Costilla.....	Mrs. Katherine Wood, Blanca.	Brookfield, Red-ding, Sherman.	W. T. Ackerman, Storrs.
Crowley.....	Walter Dalby, Ordway.	Lebanon, Mansfield	D. C. Allen, Montowese.
Custer.....	Lloyd Wright, Westcliffe.	Cheshire, Middle-field, North Ha-ven, Old Lyme.	
Delta.....	Mrs. Adah Price, Delta.	Woodstock.....	F. W. Barber, 20 Fremont St., Putnam.
Denver.....	Mrs. Emma G. Seldon, Den-ver.	Ashford, Canter-bury, Eastford, Union.	W. H. Bliss, Chestnut Hill.
Dolores.....	Mrs. Beatie Custiss, Rico.	Bethlehem, Wood-bury.	L. K. Chance, Watertown.
Douglas.....	Mrs. Maude Hoskins, Castle Rock.	Rocky Hill, Suf-field.	H. B. Chapman, Box 7, Suffield.
Eagle.....	Ollie Graham, Redcliff.	Canaan, Harwin-ton, North Ca-naan, Salisbury.	H. E. Chittenden, Canaan.
Elbert.....	Minerva McCarty, Kiowa.	Columbia, Mans-field, Pomfret.	F. W. Clapp, 154 Pleasant St., Willimantic.
El Paso.....	Mrs. Ines Johnson Lewis, Col-orado Springs.	Saybrook, Weth-ersfield.	H. O. Clough, West Hartford.
Fremont.....	Anna S. Garwood, Canon City.	Cromwell, Dur-ham, E a s t Hampton, Lyme.	J. F. Connolly, 56 High St., Farm Hill, Middletown.
Garfield.....	Mrs. Tippet Westerman, Glenwood Springs.	East Granby.....	W. S. Dakin, 31 Norfolk St., Hartford.
Gilpin.....	Mrs. Edith Williams, Central City.	Berlin, Westbrook.	J. W. Dows, 331 Temple St., New Haven.
Grand.....	Mrs. Carrie D. Schnoor, Hot Sulphur Springs.	Chester.....	Robert E. Foote, Chester.
Gunnison.....	Miss Verna Waterman, Gun-nison.	Lebanon, Tolland, Willington.	L. T. Garrison, 17 Godfrey St., Willimantic.
Hinsdale.....	Miss Ellen Zeigler, Lake City.	Easton, Monroe,	D. A. Green, 15 Maple St., Norwalk.
Huerfano.....	Mrs. Martha Thorne, Walsen-burg.	Trumbull, Wee-ton.	W. H. Holmes, Seymour (R. F. D. 1).
Jackson.....	Mrs. Minnie Bock, Walden.	Beacon Falls, Beth-any, Middlebury, Oxford, Prospect, Wolcott.	E. Ward Ireland, Y. M. C. A., Hartford.
Jefferson.....	Berness Bunger, Golden.	Coventry, Sterling..	A. C. Johnson, Portland.
Kiowa.....	James R. Walker, Chivington.	Haddam, Killing-worth, Portland.	N. S. Light, State Capitol, Hartford.
Kit Carson.....	Jessie Magee, Burlington.	Hampton, Scotland	C. E. Lowell, 156 Laurel Hill Ave., Norwich.
Lake.....	Mrs. Martha B. Johnson, Leadville.	Ledyard, North Stonington, Pres-ton, Voluntown.	
La Plata.....	Miss Nell McCartney, Durango.		
Larimer.....	Emma T. Wilkins, Fort Col-lins.		
Las Animas.....	Elmore Floyd, Trinidad.		
Lincoln.....	Miss Lennie Beavers, Hugo.		
Logan.....	Flora A. Allison, Sterling.		
Mesa.....	Mrs. Elizabeth Hinton, Grand Junction.		
Mineral.....	Mrs. Mary N. Oates, North Creede.		
Moffat.....	George W. Norvell, Craig.		
Montezuma.....	Artie M. Lewis, Cortez.		

¹ Union Superintendencies composed of towns given. The officers are "supervising agents" of the State board of education.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
CONNECTICUT—CON.		FLORIDA—contd.	
Bridgewater, Kent, Roxbury, Sherman, Washington.	J. L. Meader, New Milford.	Osceola.....	C. E. Yowell, Kissimmee.
Avon, Burlington, Farmington.	L. S. Mills, 58 East Main St., Plainville.	Palm Beach.....	G. I. Metcalf, West Palm Beach.
Bozrah, Franklin, Lisbon, Sprague.	F. W. Shearer, 170 Broadway, Norwich.	Pasco.....	J. W. Sanders, Dade City.
Barkhamsted, Colebrook, Hartland, New Hartford.	A. D. Simpson, Park Hotel, Winsted.	Pinellas.....	Dixie M. Hollins, Clearwater.
Thomaston.	E. W. Small, Thomaston.	Polk.....	W. L. Clifton, Bartow.
Essex, Griswold....	G. C. Swift, Jewett City.	Putnam.....	C. H. Price, Palatka.
Bloomfield, Canton, Granby.	F. L. Tapley, 399 Sigourney St., Hartford.	St. Johns.....	D. D. Corbett, St. Augustine.
Bolton, Ellington, Somers.	C. L. Warner, 1 Pine St., Rockville.	St. Lucie.....	J. W. Hodge, Fort Pierce.
Cornwall, Goshen, Sharon, Warren.	C. H. Westbrook, West Cornwall.	Santa Rosa.....	J. D. Smith, Jr., Milton.
East Lyme, Montville, Waterford.	C. E. Wheeler, 81 Lincoln Ave., New London.	Seminole.....	T. W. Lawton, Sanford.
Brookfield, New Fairfield, Redding, Southbury, Wilton.	F. T. Wilson, 19 Orchard St., Danbury.	Sumter.....	G. H. Tompkins, Wildwood.
Branford, Madison, North Branford.	A. L. Young, 49 Colt St., Norwich.	Suwanee.....	J. W. O'Hara, Live Oak.
Hebron, Marlboro, Salem.	J. A. Young, South Main St., Colechester.	Taylor.....	Festus S. Jackson, Perry.
		Volusia.....	C. R. M. Sheppard, De Land.
		Wakulla.....	C. K. Allen, Sopchoppy.
		Walton.....	J. J. Kennedy, De Funiak Springs.
		Washington.....	J. H. Varnum, Vernon.
DELAWARE.		GEORGIA.	
Kent.....	Robt. E. Shilling.	Appling.....	B. D. Deen, Baxley.
New Castle.....	Elmer L. Cross, New Castle.	Bacon.....	Geo. A. Taylor, Alma.
Sussex.....	Ernest J. Hardesty, Seaford.	Baker.....	J. H. Hall, Newton.
		Baldwin.....	Edward Tigner, Milledgeville.
		Banks.....	J. T. Wise, Baldwin.
		Barrow.....	W. M. Holsenbeck, Winder.
		Bartow.....	J. W. Jackson, Cartersville.
		Ben Hill.....	J. H. Bullard, Fitzgerald.
		Berrien.....	S. J. Baker, Nashville.
		Bibb.....	C. H. Bruce, Macon.
		Blackley.....	H. E. Harville, Cochran.
		Brooks.....	John F. McCall, Quitman.
		Bryan.....	Edward Benton, Pembroke.
		Bulloch.....	B. R. Oliff, Statesboro.
		Burke.....	H. C. Daniel, Waynesboro.
		Burts.....	Hugh Mallett, Jackson.
		Calhoun.....	H. T. Singleton, Edison.
		Camden.....	T. E. Casey, St. Marys.
		Campbell.....	W. H. McClarin, Fairburn.
		Candler.....	M. H. Williams, Metter.
		Carroll.....	V. D. Wheatley, Carrollton.
		Catoosa.....	S. J. Bowman, Ringgold.
		Charlton.....	T. E. Brock, Folkston.
		Chatham.....	C. B. Gibson, Savannah.
		Chattahoochee.....	C. N. Howard, Cusseta.
		Chattanooga.....	S. E. Jones, Summerville.
		Cherokee.....	T. A. Doss, Canton.
		Clarke.....	T. H. Dozier, Athens.
		Clay.....	E. R. King, Fort Gaines.
		Clayton.....	W. L. Glibert, Jonesboro.
		Clinch.....	J. O. Rodgers, Homerville.
		Cobb.....	Bernard Awtrey, Marietta.
		Coffee.....	J. Gordon Floyd, Douglas.
		Colquitt.....	Lee S. Dismuke, Moultrie.
		Columbia.....	J. L. Weeks, Appling.
		Coweta.....	J. M. Starr, Newnan.
		Crawford.....	J. F. Dickey, Musella.
		Crisp.....	J. W. Blivins, Cordele.
		Dade.....	S. J. Hale, Trenton.
		Dawson.....	A. W. Vandivere, Dawsonville.
		Decatur.....	J. B. L. Barber, Bainbridge.
		Dekalb.....	R. F. Carroll, Decatur.
		Dodge.....	M. W. Harrell, Eastman.
		Dooley.....	J. M. Royal, Vienna.
		Dougherty.....	S. R. De Jarnette, Albany.
		Douglas.....	G. T. McLarty, Douglasville.
		Early.....	E. A. Evans, Blakely.
		Echols.....	R. W. Touchstone, Staten-ville.
		Effingham.....	A. E. Byrd, Guyton.
		Elbert.....	T. J. Cleveland, Elberton.
		Emanuel.....	Robert E. Rountree, Swainsboro.
		Evans.....	R. M. Girardeau, Claxton.
		Fannin.....	F. L. Cochran, Epworth.
		Fayette.....	E. E. Thornton, Fayetteville.
		Floyd.....	W. C. Rash, Rome.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.¹

County.	Superintendent.	County.	Superintendent.
GEORGIA—contd.		GEORGIA—contd.	
Forsyth.....	A. C. Kennemore, Cumming.	Towns.....	R. T. Coleman, Hiawassee.
Franklin.....	E. McDuffie, Carnesville.	Troup.....	J. B. Strong, Lagrange.
Fulton.....	J. W. Simmons, Atlanta.	Turner.....	D. A. Stewart, Ashburn.
Gilmer.....	J. S. Hudson, Ellijay.	Twiggs.....	A. M. Gates, Jeffersonville.
Glascock.....	J. P. Allen, Mitchell.	Union.....	T. L. Patterson, Blairsville.
Glynn.....	N. H. Ballard, Brunswick.	Upson.....	J. A. Thurston, Thomaston.
Gordon.....	Ernest Dillard, Calhoun.	Walker.....	R. D. Love, La Fayette.
Grady.....	J. S. Weathers, Cairo.	Walton.....	J. W. Clegg, Monroe.
Greene.....	W. A. Purkis, White Plains.	Ware.....	Charles Pittman, Waycross.
Gwinnett.....	C. R. Ware, Lawrenceville.	Warren.....	B. V. Swain, Warrenton.
Habersham.....	Arthur Sisk, Clarksville.	Washington.....	David Harrison, Sandersville.
Hall.....	J. D. Underwood, Gainesville.	Wayne.....	B. D. Purcell, Jesup.
Hancock.....	C. W. Moran, Linton.	Webster.....	J. F. Colbert, Preston.
Haralson.....	John W. White, Buchanan.	Wheeler.....	W. G. Hartley, Alamo.
Harris.....	Tom Wisdom, Chipley.	White.....	T. V. Cantrell, Jr., Cleveland.
Hart.....	W. B. Morris, Hartwell.	Whitfield.....	Jas. J. Copeland, Dalton.
Heard.....	W. E. Dennis, Franklin.	Wilcox.....	J. S. Cook, Pineview.
Henry.....	T. J. Horton, McDonough.	Wilkes.....	C. H. Calhoun, Washington.
Houston.....	F. M. Greene, Perry.	Wilkinson.....	Victor Davidson, Irwinton.
Irwin.....	J. W. Weaver, Ocilla.	Worth.....	Boyd L. Jones, Sylvester.
Jackson.....	L. F. Elrod, Jefferson.		
Jasper.....	J. M. Elizer, Monticello.	IDAHO.	
Jeff Davis.....	J. A. Walker, Hazelhurst.	Ada.....	Lulu E. Vance, Boise.
Jefferson.....	H. E. Smith, Bartow.	Adams.....	Mrs. Maude Gregg, Council.
Jenkins.....	W. V. Lanier, Millen.	Bannock.....	Bertha L. Atkin, Pocatello.
Johnson.....	A. J. M. Robinson, Wrightsville.	Bear Lake.....	Seymour Spencer, Paris.
		Benewah.....	Ruth E. Gerhart, St. Maries.
Jones.....	E. W. Sammons, Gray.	Bingham.....	Mrs. Grace Faulconer, Blackfoot.
Laurens.....	J. T. Smith, Dublin.		
Lee.....	S. J. Powell, Leesburg.	Blaine.....	Frances Mills, Halley.
Liberty.....	J. E. Groover, Hinesville.	Boise.....	Clara Ellis, Idaho City.
Lincoln.....	T. L. Perryman, Lincolnton.	Bonner.....	Mrs. Jessie H. Tuck, Sandpoint.
Lowndes.....	M. L. Strong, Valdosta.	Bonneville.....	Ella M. Miller, Idaho Falls.
Lumpkin.....	H. F. Higgins, Dahlonega.	Boundary.....	Margaret Moore, Bonners Ferry.
McDuffie.....	M. W. Dunn, Thomson.		
McIntosh.....	W. A. Branson, Darien.	Butte.....	Mrs. Louisa Pratt, Arco.
Macon.....	J. P. Nelson, Oglethorpe.	Camas.....	Mrs. Beadie Fletcher, Fairfield.
Madison.....	C. B. Ayres, Danielsville.		
Marion.....	W. E. Drane, Buena Vista.	Canyon.....	Margaret Knowlton, Caldwell.
Meriwether.....	W. S. Howell, Greenville.	Cassia.....	Mae Lowe, Albion.
Miller.....	B. B. Bush, Colquitt.	Clearwater.....	Hulda Anderson, Orofino.
Milton.....	Wm. Rhodes, Alpharetta.	Custer.....	Jennie E. Kelleher, Challis.
Mitchell.....	G. E. West, Camilla.	Elmore.....	Blanche Skipper, Mountain Home.
Monroe.....	R. L. Williams, Jr., Forsyth.	Franklin.....	John Johnson, Preston.
Montgomery.....	T. B. Conner, Mount Vernon.	Fremont.....	Frances Hargis, St. Anthony.
Morgan.....	W. C. Thompson, Madison.	Gem.....	Alice Holverson, Emmett.
Murray.....	W. D. Gregory, Crandall.	Gooding.....	Myrtle Journey, Gooding.
Muscogee.....	J. L. Bond, Columbus.	Idaho.....	Margaret Sweet, Grangeville.
Newton.....	G. C. Adams, Covington.	Jefferson.....	Katherine Burgraf, Rigby.
Oconee.....	J. M. McRee, Watkinsville.	Kootenai.....	R. C. Egbers, Coeur d'Alene.
Oglethorpe.....	M. S. Weaver, Lexington.	Latah.....	Winifred Calkins, Moscow.
Paulding.....	C. A. Roberts, Dallas.	Lemhi.....	Olive Kadlets, Salmon.
Pickens.....	G. F. Compton, Jasper.	Lewis.....	Retta F. Martin, Nez Perce.
Pierce.....	R. D. Thomas, Blackshear.	Lincoln.....	Stella Cook, Shoshone.
Pike.....	F. L. Adams, Zebulon.	Madison.....	A. F. Rasmussen, Rexburg.
Polk.....	John W. Sutton, Cedartown.	Minidoka.....	Mrs. Ida E. Sullivan, Rupert.
Pulaski.....	A. W. Fountain, Hawkinsville.	Nez Perce.....	Mrs. Minnie H. Faust, Lewiston.
Putnam.....	W. C. Wright, Eatonton.		
Quitman.....	H. M. Kaigler, Georgetown.	Oneida.....	James C. Tovey, Malad.
Rabun.....	L. M. Chastain, Tige.	Owyhee.....	Mrs. Margaret Hurless, Silver City.
Randolph.....	Walter McMichael, Cuthbert.		
Richmond.....	Lawton B. Evans, Augusta.	Payette.....	Miss Fae Sutton, Payette.
Rockdale.....	G. W. Crumley, Conyers.	Power.....	Mrs. Harriett M. Wilson, American Falls.
Schley.....	J. T. Stewart, Ellaville.		
Scriven.....	H. J. Arnett, Sylva.	Shoshone.....	Florence M. Zumbhof, Wallace.
Spalding.....	W. H. Bolton, Jr., Griffin.	Teton.....	Cecil W. Price, Driggs.
Stephens.....	J. I. Allman, Toccoa.	Twin Falls.....	Miss Brittonmart Wolfe, Twin Falls.
Stewart.....	W. T. Halliday, Lumpkin.		
Sumter.....	E. J. McMath, Americus.	Valley.....	Mrs. Tirza J. Wayland, Cascade.
Talbot.....	H. P. Hewitt, Talbotton.		
Tallapoosa.....	W. R. Moore, Sharon.	Washington.....	Olive M. Petrashek, Weiser.
Tattnall.....	I. S. Smith, Redsville.		
Taylor.....	A. S. Wallace, Butler.	ILLINOIS.	
Telfair.....	B. J. Reid, Milan.	Adams.....	John H. Steiner, Quincy.
Terrill.....	J. W. F. Lowrey, Dawson.	Alexander.....	Laura I. Milford, Cairo.
Thomas.....	C. H. Rice, Thomasville.	Bond.....	William E. White, Greenville.
Tift.....	A. J. Ammons, Tifton.	Boone.....	Elizabeth B. Harvey, Belvidere.
Toombs.....	G. C. Brantley, Lyons.		

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
ILLINOIS—contd.		ILLINOIS—contd.	
Brown.....	C. W. Sellers, Mount Sterling.	Randolph.....	L. W. Von Behren, Evansville.
Bureau.....	G. O. Smith, Princeton.	Richland.....	Elmer Van Arsdall, Olney.
Calhoun.....	S. J. Sibley, Hardin.	Rock Island.....	Lou M. Harris, Rock Island.
Carroll.....	John Hay, Mount Carroll.	Saline.....	B. D. Gates, Harrisburg.
Cass.....	Walter E. Buck, Virginia.	Sangamon.....	E. C. Pruitt, Springfield.
Champaign.....	Charles H. Watts, Urbana.	Schuyler.....	Calvin L. Cain, Rushville.
Christian.....	H. L. Fowkes, Taylorville.	Scott.....	John P. Ward, Winchester.
Clark.....	Harold Bright, Marshall.	Shelby.....	Lee W. Fraser, Shelbyville.
Clay.....	G. O. Lewis, Louisville.	Stark.....	G. C. Baker, Toulon.
Clinton.....	Wm. Johnston, Carlyle.	St. Clair.....	W. A. Hough, Belleville.
Coles.....	O. L. Minter, Charleston.	Stephenson.....	Cyrus Grove, Freeport.
Cook.....	E. J. Tobin, Chicago (C. H.).	Tazewell.....	Ben L. Smith, Pekin.
Crawford.....	James T. Athey, Robinson.	Union.....	Charles O. Ottrich, Jonesboro.
Cumberland.....	L. C. Markwell, Toledo.	Vermilion.....	Otis P. Haworth, Danville.
DeKalb.....	W. W. Coultas, Sycamore.	Wabash.....	W. H. Wetzel, Mount Carmel.
Dewitt.....	John L. Costley, Clinton.	Warren.....	J. D. Regan, Monmouth.
Douglas.....	E. E. Gere, Tuscola.	Washington.....	Lee A. Friend, Nashville.
DuPage.....	R. T. Morgan, Wheaton.	Wayne.....	J. B. Galbraith, Fairfield.
Edgar.....	O. Rice Jones, Paris.	White.....	Charles H. Mossberger, Carmi.
Edwards.....	Grant Balding, Albion.	Whiteside.....	H. B. Price, Morrison.
Effingham.....	J. W. Davis, Effingham.	Will.....	F. M. Muhlig, Joliet.
Fayette.....	F. E. Crawford, Vandalia.	Williamson.....	J. W. McKinney, Marion.
Ford.....	H. M. Rudolph, Paxton.	Winnebago.....	Mrs. Abbie Jewett Craig, Rockford.
Franklin.....	H. Clay Ing, Benton.		Roy L. Moore, Eureka.
Fulton.....	M. M. Cook, Lewiston.		
Gallatin.....	J. L. Greenlee, Equality.	Woodford.....	
Greene.....	Rollins L. Scott, Carrollton.		
Grundy.....	C. H. Root, Morris.		
Hamilton.....	W. W. Dally, McLeansboro.		
Hancock.....	S. D. Fars, Carthage.		
Hardin.....	Hattie M. Rittenhouse, Elizabethtown.		
		INDIANA.	
Henderson.....	Allen L. Beall, Oquawka.	Adams.....	E. S. Christen, Decatur.
Henry.....	A. L. Odenweiller, Cambridge.	Allen.....	D. O. McComb, Fort Wayne.
Iroquois.....	F. A. Gilbreath, Watseka.	Bartholomew.....	Samuel Sharp, Columbus.
Jackson.....	Otto F. Aken, Murphysboro.	Benton.....	M. F. O'Rear, Oxford.
Jasper.....	E. B. Brooks, Newton.	Blackford.....	M. C. Townsend, Hartford City.
Jefferson.....	Charles F. Lee, Mount Vernon.	Boone.....	E. M. Servies, Lebanon.
Jersey.....	Joseph W. Becker, Jerseyville.	Brown.....	Grover G. Brown, Nashville.
Jo Daviess.....	B. L. Birkbeck, Galena.	Carroll.....	T. W. Armstrong, Delphi.
Johnson.....	Emma Rebmam, Vienna.	Cass.....	J. E. Ludders, Logansport.
Kane.....	E. A. Ellis, Geneva.	Clark.....	Saml. L. Scott, Jeffersonville.
Kankakee.....	S. D. Saltzgriver, Kankakee.	Clay.....	Willis E. Akre, Brazil.
Kendall.....	George Elliott, Bristol.	Clinton.....	M. D. Boulden, Frankfort.
Knox.....	W. F. Boyes, Galesburg.	Crawford.....	H. W. Toney, English.
Lake.....	T. A. Simpson, Waukegan.	Daviess.....	J. E. Gilley, Washington.
La Salle.....	W. R. Foster, Ottawa.	Dearborn.....	Geo. C. Cole, Lawrenceburg.
Lawrence.....	Ed. Ashbaugh, Lawrenceville.	Decatur.....	James R. Crawley, Greensburg.
		Dekalb.....	F. M. Merica, Auburn.
Lee.....	L. W. Miller, Dixon.	Delaware.....	Ernest J. Black, Muncie.
Livingston.....	W. E. Herbert, Pontiac.	Dubois.....	Robert E. Eckert, Jasper.
Logan.....	E. H. Lukenbill, Lincoln.	Elkhart.....	A. E. Weaver, Goshen.
McDonough.....	B. E. Decker, Macomb.	Fayette.....	E. Earl Lines, Connersville.
McHenry.....	A. M. Shelton, Crystal Lake.	Floyd.....	Glenn V. Scott, New Albany.
McLean.....	B. C. Moore, Bloomington.	Fountain.....	Guy A. Waldrip, Covington.
Macon.....	Mary W. Moore, Decatur.	Franklin.....	James A. Fisher, Brookville.
Macoupin.....	George W. Solomon, Carlinville.	Fulton.....	Thomas F. Berry, Rochester.
		Gibson.....	Leland S. Cunningham, Princeton.
Madison.....	H. T. McCrea, Edwardsville.	Grant.....	Charles H. Terrell, Marion.
Marion.....	M. A. Thrasher, Salem.	Greene.....	Walter T. Brown, Bloomfield.
Marshall.....	E. P. Nichols, Lacon.	Hamilton.....	Walter Harger, Noblesville.
Mason.....	John Mehlhop, Havana.	Hancock.....	G. J. Richman, Greenfield.
Massac.....	W. A. Spence, Metropolis.	Harrison.....	A. O. Dewees, Corydon.
Menard.....	Mrs. E. B. Batterton, Petersburg.	Hendricks.....	Theo. T. Martin, Danville.
		Henry.....	H. B. Roberts, Newcastle.
Mercer.....	C. L. Gregory, Aledo.	Howard.....	Albert F. Hutson, Kokomo.
Monroe.....	William C. Heyl, Waterloo.	Huntington.....	C. Funderburg, Huntington.
Montgomery.....	Everett A. Lewey, Hillsboro.	Jackson.....	Harry B. Henderson, Brownstown.
Morgan.....	H. H. Vasconcellos, Jacksonville.	Jasper.....	Morgan L. Sterrett, Rensselaer.
		Jay.....	W. R. Armstrong, Portland.
Moultrie.....	V. D. Roughton, Sullivan.	Jefferson.....	W. Guy Pender, Madison.
Ogle.....	J. E. Cross, Oregon.	Jennings.....	S. E. Whitcomb, Vernon.
Peoria.....	J. A. Hayes, Peoria.	Johnson.....	W. J. Yount, Franklin.
Perry.....	Elmo W. Lee, Pinckneyville.	Knox.....	E. N. Haskins, Vincennes.
Platt.....	Chas. McIntosh, Monticello.	Kosciusko.....	Jesse Bruner, Warsaw.
Pike.....	John N. Clark, Pittsfield.	Lagrange.....	Arthur B. Cookerly, Lagrange.
Pope.....	R. R. Randolph, Golconda.	Lake.....	F. J. Beighway, Crown Point.
Pulaski.....	May S. Hawkins, Mound City.		
Putnam.....	W. A. Paxson, Hennepin.		

V.—COUNTY SUPERINTENDENTS OF SCHOOLS.—Continued

County.	Superintendent.	County.	Superintendent.
INDIANA—contd.		IOWA—continued.	
Laporte.....	Fred R. Farnam, Laporte.	Delaware.....	F. P. Walker, Manchester.
Lawrence.....	Wm. C. Roberts, Bedford.	Des Moines.....	Wm. Dunlavy, Burlington.
Madison.....	J. W. Fraser, Anderson.	Dickinson.....	Jennie B. Herbster, Spirit Lake.
Marion.....	Lee E. Swails, Indianapolis.	Dubuque.....	Philip J. Flynn, Dubuque.
Marshall.....	Floyd M. Annis, Plymouth.	Emmet.....	Ida A. Davis, Kathleville.
Martin.....	C. O. Williams, Shoals.	Fayette.....	Mrs. Belle Thorp-Ocker, West Union.
Miami.....	Dorpha H. Brown, Peru.	Floyd.....	Mary D. Korinke, Charles City.
Monroe.....	W. H. Jones, Bloomington.	Franklin.....	Harry J. Henderson, Hampton.
Montgomery.....	Karl C. James, Crawfordsville.	Fremont.....	Mabel B. Jones, Sidney.
Morgan.....	Lewis Williams, Martinsville.	Greene.....	H. C. Roselos, Jefferson.
Newton.....	W. O. Schanlaub, Kentland.	Grundy.....	D. R. Earl, Grundy Center.
Noble.....	Guy R. Hall, Albion.	Guthrie.....	I. M. Boggs, Guthrie Center.
Ohio.....	John L. Weasler, Rising Sun.	Hamilton.....	E. F. Snow, Webster City.
Orange.....	James M. Trinkle, Paoli.	Hancock.....	J. R. Bagg, Garner.
Owen.....	Albert Free, Spencer.	Hardin.....	Blanche Stoddard, Eldora.
Parke.....	John H. Jollief, Rockville.	Harrison.....	Susie T. Faith, Logan.
Perry.....	Lee B. Mullen, Cannelton.	Henry.....	Carolyn Campbell, Mount Pleasant.
Pike.....	Howard Brenton, Petersburg.	Howard.....	Zina Fessenden, Cresco.
Porter.....	Fred H. Cole, Valparaiso.	Humboldt.....	Clarence Messer, Humboldt.
Posey.....	(J. E. Behrens, Mount Vernon.	Ida.....	Wilson Jones, Ida Grove.
Pulaski.....	W. E. Tunnell, Winamac.	Iowa.....	G. A. Yeakam, Marengo.
Putnam.....	L. G. Wright, Greencastle.	Jackson.....	E. R. Stoddard, Maquoketa.
Randolph.....	Lee L. Driver, Winchester.	Jasper.....	Oliver Shriner, Newton.
Ripley.....	C. R. Hertenstein, Vermillion.	Jefferson.....	Juna Chidester, Fairfield.
Rush.....	C. M. George, Rushville.	Johnson.....	N. E. Hesseusius, Iowa City.
Scott.....	W. S. Griffith, Scottsburg.	Jones.....	Kate Maurice, Anamosa.
Shelby.....	W. Everson, Shelbyville.	Keokuk.....	Harry B. McVicker, Sigourney.
Spencer.....	J. W. Strassell, Rockport.	Kossuth.....	Wm. Shirlay, Algona.
Starke.....	J. Allen Barr, Knox.	Lee.....	E. C. Lynn, Donnellson.
St. Joseph.....	Ralph Longfield, South Bend.	Linn.....	Lula B. Secrist, Marion.
Steuben.....	H. Lyle Shank, Angola.	Louisa.....	Izola M. Sweeney, Wapello.
Sullivan.....	Richard Park, Sullivan.	Lucas.....	Myrtle A. Dungan, Chariton.
Switzerland.....	Ernest Danglede, Vevay.	Lyon.....	F. T. Gilman, Rock Rapids.
Tippecanoe.....	C. V. Peterson, La Fayette.	Madison.....	Carrie E. Ludlow, Winteraset.
Tipton.....	Elmer L. Mitchell, Tipton.	Mahaska.....	Jesse L. Dubuc, Oskaloosa.
Union.....	Chas. C. Abernethy, Liberty.	Marion.....	Mrs. Mae Goldison, Knoxville.
Vanderburg.....	K. W. Hemmer, Evansville.	Marshall.....	C. E. Shutt, Marshalltown.
Vermillion.....	R. H. Valentine, Newport.	Mills.....	Geo. E. Masters, Glenwood.
Vigo.....	J. M. Propet, Terre Haute.	Mitchell.....	C. W. Bond, Osage.
Wabash.....	A. B. Oswalt, Wabash.	Monona.....	Ella M. Gardner, Onawa.
Warren.....	Harry Evans, Williamsport.	Monroe.....	Myrta Harlow, Albia.
Warrick.....	Ivor J. Robinson, Boonville.	Montgomery.....	Elizabeth Hugus, Red Oak.
Washington.....	Orra Hopper, Salem.	Muscataine.....	E. D. Bradley, Muscatine.
Wayne.....	C. O. Williams, Richmond.	O'Brien.....	J. J. Billingsly, Primghar.
Wells.....	A. R. Huyette, Bluffton.	Osceola.....	Mary E. De Bous, Shirley.
White.....	Henry J. Reid, Monticello.	Page.....	Agnes Samuelson, Clarinda.
Whitley.....	A. R. Fleck, Columbia City.	Palo Alto.....	Margaret Ryan, Emmetsburg.
IOWA.		Plymouth.....	Erna H. Plath, Le Mars.
Adair.....	Mrs. Minerva Whittum, Greenfield.	Pocahontas.....	Grace D. Bradshaw, Pocahontas.
Adams.....	Mary C. Larson, Corning.	Polk.....	Pearl de Jarnette, Des Moines.
Allamakee.....	W. L. Peck, Waukon.	Pottawattamie.....	F. J. Puryear, Council Bluffs.
Appanoose.....	Janet Willson, Centerville.	Poweshiek.....	Estelle Coon, Brooklyn.
Audubon.....	Ella M. Stearns, Audubon.	Ringgold.....	Louise Askren, Mount Ayr.
Benton.....	Linnie E. Schloemann, Vinton.	Sac.....	Jno. R. Blacks, Sac City.
Black Hawk.....	H. C. Moeller, Waterloo.	Scott.....	Henry E. Ronge, Davenport.
Boone.....	Gracia E. Tucker, Boone.	Shelby.....	Rose M. Parker, Harlan.
Bremer.....	May E. Francis, Waverly.	Sioux.....	F. E. Fuller, Orange City.
Buchanan.....	A. E. Jewett, Independence.	Story.....	Mauda Wakefield, Nevada.
Buena Vista.....	A. E. Harrison, Storm Lake.	Tama.....	Mary A. Richards, Toledo.
Butler.....	E. B. Hodges, Allison.	Taylor.....	Allie Nelson, Bedford.
Calhoun.....	Jeannette Lewis, Rockwell City.	Union.....	William Bell, Creston.
Carroll.....	George Galloway, Carroll.	Van Buren.....	Lizzie V. Meredith, Keosauqua.
Cass.....	Jennie M. Ward, Atlantic.	Wapello.....	R. L. Gardner, Ottumwa.
Cedar.....	Mildred R. Yule, Tipton.	Warren.....	W. M. McGee, Indianola.
Cerro Gordo.....	Fred D. Cramm, Mason City.	Washington.....	Katherine Stichter, Washington.
Cherokee.....	Margaret Montgomery, Cherokee.	Wayne.....	Jennie L. Clark, Corydon.
Chickasaw.....	Esther Swanumson, New Hampton.	Webster.....	Anna Johnson, Fort Dodge.
Clarke.....	Bessie Hart, Osceola.	Winneshago.....	Jessie Parker, Forest City.
Clay.....	D. M. Odle, Spencer.	Winnebleshik.....	H. E. Miller, Decorah.
Clayton.....	Carl F. Becker, Elkader.	Woodbury.....	T. B. Morris, Sioux City.
Clinton.....	C. E. Cozens, Clinton.	Worth.....	Bella Landaurd Shurven, Northwood.
Crawford.....	F. N. Olry, Denison.	Wright.....	M. L. Howell, Clarion.
Dallas.....	Carolyn E. Forgrave, Adel.		
Deaia.....	Agnes McConnell, Bloomfield.		
Decatur.....	Mabel Horner, Leon.		

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
KANSAS.		KANSAS—contd.	
Allen.....	Lavonia M. Donica, Iola.	Ottawa.....	Miss [Alas Mortimer, Minne- apolis
Anderson.....	Josie Henderson, Garnett.	Pawnee.....	Bertha Pruett, Larned.
Atchison.....	D. Anna Speer, Atchison.	Phillips.....	Olive L. Thomas, Phillips- burg.
Barber.....	Lola Lichlyter, Medicine Lodge.	Pottawatomie.....	R. C. Walden, Westmoreland.
Barton.....	W. L. Bowersox, Great Bend.	Pratt.....	L. Grace Heaton, Pratt.
Bourbon.....	May Hare, Fort Scott.	Rawlins.....	Bert Kesselring, Atwood.
Brown.....	Alma McAtce, Hiawatha.	Reno.....	S. P. Rowland, Hutchinson.
Butler.....	H. I. French, El Dorado.	Republic.....	Mary Jansky, Belleville.
Chase.....	Katherine Montgomery, Cot- tonwood Falls.	Rice.....	Bertha McCabe, Lyons.
Chautauqua.....	Carrie Belmont, Sedan.	Riley.....	Reppie Carey, Manhattan.
Cherokee.....	G. A. Sanders, Columbus.	Rooks.....	Mrs. D. F. Walsh, Stockton.
Cheyenne.....	Robert Cram, St. Francis.	Rush.....	E. A. Kirkpatrick, La Crosse.
Clark.....	Maggie M. Myers, Ashland.	Russell.....	Caleb Bodmer, Russell.
Clay.....	Mrs. Sue Hemphill, Clay Cen- ter.	Saline.....	W. H. Stewart, Salina.
Cloud.....	Jane Collins, Concordia.	Scott.....	Gedevieve Lancaster, Scott.
Coffey.....	Cora E. Arnold, Burlington.	Sedgwick.....	R. M. Crum, Wichita.
Comanche.....	Mary Willard, Colwater.	Seward.....	Erna Thompson, Liberal.
Cowley.....	Edna L. Johnson, Winfield.	Shawnee.....	M. Edna Corbett, Topeka.
Crawford.....	J. W. Miles, Girard.	Sheridan.....	Warner Johnson, Hoxie.
Decatur.....	Elwood M. Brooks, Oberlin.	Sherman.....	Nona Stewart, Goodland.
Dickinson.....	Mary E. Wolverton, Abilene.	Smith.....	Wm. McMullen, Smith Cen- ter.
Doniphan.....	C. E. Hewing, Troy.	Stafford.....	Anna M. Beck, St. John.
Douglas.....	O. J. Lane, Lawrence.	Stanton.....	Roy Hack, Johnson.
Edwards.....	Mary Mullikin, Kinsley.	Stevens.....	Mary Burns, Hugoton.
Ellis.....	H. A. Gilmore, Howard.	Sumner.....	John R. Brooks, Wellington.
Ellis.....	Louis Christensen, Hays.	Thomas.....	Elizabeth Stover, Colby.
Ellsworth.....	H. Coover, Ellsworth.	Trego.....	Mrs. Minnie O'Neil, Wake- ney.
Finney.....	Emma F. Wilson, Garden City.	Wabunsee.....	Annie G. Crouch, Alma.
Ford.....	Esther Wilkinson, Dodge City.	Wallace.....	Rose Gilbert, Sharon Springs.
Franklin.....	W. A. Vickers, Ottawa.	Washington.....	Millie Spence, Washington.
Geary.....	Mrs. Nora R. Clark, Junction City.	Wichita.....	P. E. Metheny, Leoti.
Gove.....	B. B. Bacon, Gove.	Wilson.....	Mrs. Fannie Lyon, Fredonia.
Graham.....	U. S. Loyd, Hill City.	Woodson.....	Elizabeth T. Spencer, Yates Center.
Grant.....	Miss Deane Miller, New Ulysses.	Wyandotte.....	Arthur J. Mellott, Kansas City.
Gray.....	Edith Miller, Cimarron.	KENTUCKY.	
Greeley.....	August Halfman, Tribune.	Adair.....	Tobias Huffaker, Columbia.
Greenwood.....	Mary L. Service, Eureka.	Allen.....	O. V. Trammel, Scottsville.
Hamilton.....	C. W. Noell, Syracuse.	Anderson.....	Mrs. Lee M. Campbell, Law- renceburg.
Harper.....	J. C. Palmer, Anthony.	Ballard.....	J. E. Lane, Wickliffe.
Harvey.....	Ruth E. Mitten, Newton.	Barren.....	Nettie Depp, Glasgow.
Haskell.....	George B. Levitt, Santa Fe.	Bath.....	R. W. Kincaid, Owingsville.
Hodgeman.....	Winifred T. Goller, Jetmore.	Bell.....	Simon Delph, Pineville.
Jackson.....	F. R. Palmer, Holton.	Boone.....	Edgar C. Riley, Burlington.
Jefferson.....	Annie Goddard, Oskaloosa.	Bourbon.....	Mabel Robbins, Paris.
Jewell.....	Lula Coyner, Mankato.	Boyd.....	J. G. Rucker, Catlettsburg.
Johnson.....	Zilpah Boone, Olathe.	Bracken.....	Mrs. Lydia Lewis, Danville.
Kearny.....	Mrs. India Simmons, Lakin.	Breathitt.....	William Huffman, Brooks- ville.
Kingman.....	J. W. Wilson, Kingman.	Breckinridge.....	William Turner, Jackson.
Kiowa.....	A. A. Hodges, Greensburg.	Bullitt.....	J. W. Trent, Hardinsburg.
Labette.....	Ida B. Marley, Oswego.	Butler.....	Ora L. Roby, Shepherdsville.
Lane.....	Wm. T. Caldwell, Dighton.	Caldwell.....	A. L. Haynes, Morgantown.
Leavenworth.....	E. Voorhees, Leavenworth.	Calloway.....	Horner W. Nichols, Princeton.
Lincoln.....	G. H. Hower, Jr., Lincoln.	Campbell.....	Mrs. Lucile Grogan Jones, Murray.
Linn.....	Mande Hunts, Mount City.	Carlisle.....	J. W. Reiley, Alexandria.
Logan.....	Malcolm Peterson, Russell Springs.	Carroll.....	D. S. Bishop, Bardwell.
Lyon.....	Mrs. Nettie B. Cartmel, Em- poria.	Carter.....	Sallie Ford, Carrollton.
McPherson.....	I. C. Meyer, McPherson.	Casey.....	W. E. Robinson, Grayson.
Marion.....	J. A. Ray, Marion.	Christian.....	E. L. Cundiff, Liberty.
Marshall.....	W. H. Seaman, Marysville.	Clark.....	L. E. Foster, Hopkinsville.
Meade.....	Ois Granger, Meade.	Clay.....	J. E. Lanter, Winchester.
Miami.....	Maggie Routt, Paola.	Clinton.....	Luther Hutton, Manchester.
Mitchell.....	Philip Louthan, Beloit.	Crittenden.....	Ermon Sloan, Albany.
Montgomery.....	Ethel A. Gillespie, Independ- ence.	Cumberland.....	E. J. Travis, Marion.
Morris.....	F. H. Manning, Council Grove.	Daviess.....	Mrs. Cora S. Payne, Burks- ville.
Morton.....	Mrs. W. N. Newby, Richfield.	Edmonson.....	R. L. McFarland, Owensboro
Nemaha.....	W. R. Anthony, Seneca.	Elliott.....	W. A. Fardue, Brownsville.
Neosho.....	J. A. Cannon, Erie.	Estill.....	D. F. Gray, Sandy Hook.
Ness.....	Edith Robison, Ness City.	Fayette.....	J. H. Richardson, Irvine.
Norton.....	Pearl Wyrill, Norton.	Fleming.....	Mrs. Nannie G. Faulconer, Lexington.
Osage.....	C. A. Deardorff, Lyndon.		
Osborne.....	Bertha Yezall, Osborne.		

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
KENTUCKY—contd.		KENTUCKY—contd.	
Floyd.....	Oma Preston, Prestonburg.	Spencer.....	Katie Beauchamp, Taylorsville.
Franklin.....	L. D. Stucker, Frankfort.	Taylor.....	George Sapp, Campbellsville.
Fulton.....	Virginia Luten, Hickman.	Todd.....	Lucian Lindsay, Elkton.
Gallatin.....	Jas. R. McDaniel, Warsaw.	Trigg.....	Calvert Wallace, Cadiz.
Garrard.....	Jennie Higgins, Lancaster.	Trimble.....	Mrs. Carrie Hood, Bedford.
Grant.....	B. N. Harrison, Williams-town.	Union.....	G. W. Curry, Morganfield.
Graves.....	J. E. Coleman, Mayfield.	Warren.....	Mrs. O. P. Roemer, Bowling Green.
Grayson.....	Ella Lewis, Leitchfield.	Washington.....	Ella Shaumty, Springfield.
Green.....	Lizzie V. Graham, Greensburg.	Wayne.....	John C. Brammer, Monticello.
Greenup.....	Sophia E. Kitchen, Greenup.	Webster.....	A. L. Lloyd, Dixon.
Hancock.....	Herman J. Rice, Hawesville.	Whitley.....	E. F. Davis, Williamsburg.
Hardin.....	J. A. Payne, Elizabethtown.	Wolfe.....	Taylor Shockey, Campton.
Harlan.....	W. L. Bailey, Harlan.	Woodford.....	M. B. Hilder, Versailles.
Harrison.....	J. W. Rogers, Cynthiaana.		
Hart.....	S. M. Durham, Mumfordsville.		
Henderson.....	R. L. Cinnamond, Henderson.	LOUISIANA.	
Henry.....	G. A. McGowan, New Castle.	Acadia.....	J. W. Oxford, Crowley.
Hickman.....	W. L. Best, Clinton.	Allen.....	R. G. Corkern, Oberlin.
Hopkins.....	L. R. Ray, Madisonville.	Ascension.....	H. P. Broussard, Donaldsonville.
Jackson.....	J. J. Davis, McKee.	Assumption.....	S. A. Alleman, Napoleonville.
Jefferson.....	Orrville Stivers, Louisville.	Avoyelles.....	J. M. Barham, Marksville.
Jessamine.....	C. C. Sandusky, Nicholasville.	Baton Rouge:	
Johnson.....	Fred Meade, Paintsville.	East.....	W. B. Hatcher, Baton Rouge.
Kenton.....	J. C. Mills, Erlanger.	West.....	J. H. Bres, Port Allen.
Knott.....	Adam Campbell, Hindman.	Beauregard.....	L. D. McCollister, De Ridder.
Knox.....	W. W. Evans, Barbourville.	Blenville.....	E. H. Fisher, Arcadia.
Larue.....	E. W. Creal, Hodgenville.	Boazier.....	W. A. Fortson, Benton.
Laurel.....	J. M. Feltner, London.	Caddo.....	C. E. Byrd, Shreveport.
Lawrence.....	W. H. Ekors, Louisa.	Calcasieu.....	F. K. White, Lake Charles.
Lee.....	J. D. Lucas, Beattyville.	Caldwell.....	E. B. Cottingham, Columbia.
Leele.....	J. D. Muncy, Hyden.	Cameron.....	T. W. McCall, Grand Chenier.
Letcher.....	George W. Jenkins, Whitesburg.	Carroll:	
Lewis.....	J. Q. Adams, Vanceburg.	East.....	Ward Anderson, Lake Providence.
Lincoln.....	Garland Singleton, Stanford.	West.....	W. McO. Dollerhide, Pioneer.
Livingston.....	John Quartermours, Smithland.	Catahoula.....	H. W. Wright, Harrisonburg.
Logan.....	Margaret Barnes, Russellville.	Chalborne.....	J. H. Davidson, Homer.
Lyon.....	N. G. Martin, Eddyville.	Concordia.....	D. C. Strickler, Vidalia.
McCracken.....	M. V. Miller, Paducah.	De Soto.....	G. O. Houston, Mansfield.
McCreary.....	Nora Alcorn, Whitley City.	Evangeline.....	E. E. Ortego, Ville Platte.
McLean.....	R. M. Stroud, Calhoun.	East.....	
Madison.....	H. H. Brock, Richmond.	West.....	E. R. Waller, Clinton.
Magoffin.....	S. S. Elam, Salyersville.	Franklin.....	R. E. Crump, St. Francisville.
Marion.....	J. W. Clarkson, Lebanon.	Grant.....	J. L. McDuff, Wigginsboro.
Marshall.....	John E. Arant, Benton.	Iberia.....	J. N. Warner, Pollock.
Martin.....	U. G. Johnson, Inez.	Iberville.....	L. A. Walet, New Iberia.
Mason.....	Jessie O. Yancey, Maysville.	Jackson.....	L. E. Messick, Plaquemine.
Meade.....	L. H. Powell, Brandenburg.	Jefferson.....	R. L. Dickerson, Jonesboro.
Menifee.....	W. O. Back, Frenchburg.	Jefferson Davis.....	J. C. Ellis, Gretna.
Meeror.....	Ora L. Adams, Harrodsburg.	Lafayette.....	W. P. Arnette, Jennings.
Metcalfe.....	Avery Sartin, Edmonton.	Lafourche.....	L. J. Alleman, Lafayette.
Monroe.....	J. E. Martin, Tompkinsville.	La Salle.....	W. S. Lafargue, Thibodaux.
Montgomery.....	Georgia Sledd, Mount Sterling.	Lincoln.....	W. T. Hodges, Jena.
Morgan.....	Jas. W. Davis, West Liberty.	Livingston.....	D. G. Armstrong, Ruston.
Muhlenburg.....	Amy Longest, Greenville.	Madison.....	J. E. Cox, Denham Springs.
Nelson.....	W. T. McClain, Bardstown.	Morehouse.....	J. R. Alton, Tallulah.
Nicholas.....	Lida E. Gardner, Carlisle.	Natchitoches.....	S. A. Caldwell, Bastrop.
Ohio.....	Oma Shults, Hartford.	Orleans.....	L. E. Hudson, Natchitoches.
Oldham.....	J. W. Selp, La Grange.	Ouachita.....	J. M. Gwinn, New Orleans.
Owen.....	O. V. Jones, Owenton.	Plaquemines.....	T. O. Brown, Monroe.
Owsley.....	P. M. Frye, Booneville.		J. C. Blanchard, Pointe a la Hache.
Pendleton.....	John N. Gosney, Falmouth.	Pointe Coupee.....	Alonso McFarland, New Roads.
Perry.....	Jno. C. Napier, Hazard.	Rapides.....	C. C. Henson, Alexandria.
Pike.....	M. F. Campbell, Pikeville.	Red River.....	A. H. Horton, Coushatta.
Powell.....	Mrs. Kate S. Bohannon, Stanton.	Richland.....	E. E. Keebler, Rayville.
Pulaski.....	Henry C. Anderson, Somerset.	Sabine.....	W. S. Mitchell, Many.
Robertson.....	Cleveland Moore, Mount Olivet.	St. Bernard.....	Clement Story, New Orleans.
Rockcastle.....	Mrs. W. A. B. Davis, Mount Vernon.	St. Charles.....	J. B. Martin, Hahnville.
Rowan.....	J. H. Powers, Morehead.	St. Helena.....	W. E. Phillips, Greensburg.
Russell.....	J. W. Mitchell, Jamestown.	St. James.....	J. N. Gourdain, Convent.
Scott.....	Mary Bradley, Georgetown.	St. John.....	L. F. Laurent, Edgard.
Shelby.....	L. H. Gregg, Shelbyville.	St. Landry.....	W. B. Prescott, Opelousas.
Simpson.....	Charles Turner, Franklin.	St. Martin.....	F. O. Chavez, St. Martinville.
		St. Mary.....	Charles Gott, Franklin.

1 Parish superintendents.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

Towns.	Superintendent.	Towns.	Superintendent.
LOUISIANA—contd.		MAINE—continued.	
St. Tammany.....	E. E. Lyon, Covington.	Bowdoinham.....	E. R. Bowdoin, Richmond.
Tangipahoa.....	A. C. Lewis, Amite.	Richmond.....	John S. Tapley, Charleston.
Tensas.....	T. M. Wade, St. Joseph.	Bradford, Charleston, Corinth, Kenduskeag.	
Terrebonne.....	H. L. Bourgeois, Houma.	Brewer, Hampden, Veazie.	F. W. Burrill, Brewer.
Union.....	T. A. Green, Farmerville.	Bridgton, Harrison.	F. E. Russell, Bridgton.
Vermilion.....	J. H. Williams, Abbeville.	Brooksville, Castine, Penobscot.	W. E. Clark, Castine.
Vernon.....	Finly Stanly, Leesville.	Brownfield, Cornish, Parsonsfield, Porter.	L. M. Felch, Cornish.
Washington.....	D. H. Springfield, Franklin-ton.	Brownville, Milo....	Foster Higgins, Milo.
Webster.....	T. W. Fuller, Minden.	Brunswick, Topsham.	John A. Cone, Brunswick.
Winn.....	J. J. Mixon, Winnfield.	Buckfield, Hartford, Hebron.	Chester Tuttle, Buckfield.
MAINE. ¹		Bucksport, Dedham, Orland.	H. R. Houston, Bucksport.
Abbot, Blanchard, Guilford, Monson, Willimantic.	H. M. Pullen, Monson.	Burnham, Canaan, Clinton.	W. E. Stuart, Clinton.
Addison, Jonesboro, Jonesport.	D. Herman Corson, Jonesport.	Buxton, Standish..	Fred Benson, Buxton Center.
Albany, Lovell, Stoneham, Sweden.	A. B. Garcelon, No. Lovell.	Camden, Thomas-ton.	B. E. Packard, Camden.
Albion, Troy, Unity.	Naomi T. Gregoire, Unity.	Canton, Turner....	F. G. Davis, Turner.
Alexander, Crawford, No. 21 Pl., Princeton, Talmadge, Waite.	Chas. H. Swan, Princeton.	Cape Elizabeth, South Portland.	Simon M. Hamlin, South Portland.
Alfred, Sanford....	C. A. Record, Sanford.	Caratunk, Concord, Moscow, The Forks, West Forks.	Chas. E. Ball, Bingham.
Anson, Embden, Lexington, New Portland.	Mrs. L. A. Bradbury, North Anson.	Caribou, Limestone.	R. J. Libby, Caribou.
Argyle, Greenfield, Bradley, Greenbush, Milford, Passadumkeag.	Gertrude E. Gifford, Costigan.	Carmel, Newburg..	W. E. Hobard, Carmel.
Ashland, Garfield, Maasardis, Nashville, Portage Lake.	H. E. Fortler, Ashland.	Casco, Poland, Otisfield.	Chas. E. Varney, Casco.
Athens, Cornville, Harmony, Solon.	Herbert W. Wood, Athens.	Castle Hill, Mapleton, Wade, Washburn.	Norman I. Gallagher, Washburn.
Avon, Phillips, Strong.	Chas. H. Walker, Phillips.	Chapman, Presque Isle.	W. O. Chase, Presque Isle.
Baldwin, Hiram, Sebago.	Mrs. Celia H. Sanborn, East Hiram.	Charlotte, Dennyville, Edmunds, Marion, Pembroke, Whiting.	A. Raymond Carter, Pembroke.
Bancroft, Danforth, Orient, Reed Pl., Weston.	John F. Philbrook, Danforth.	Chester, Kingman, Lee, Macwahoc, Mattawamkeag, Winn.	Vinal H. Tibbetts, Mattawamkeag.
Beddington, Cherryfield, Columbia Falls, Deblols, Steuben.	Frances C. Jewett, Cherryfield.	China, Vassalboro..	Geo. E. Paine, North Vassalboro.
Belfast, Searsport.	W. B. Woodbury, Belfast.	Columbia, Harrington, Milbridge.	Ralph E. Nash, Harrington.
Belgrade, Mount Vernon, Readfield.	T. W. McQuaide, Mount Vernon.	Corinna, Newport, Plymouth.	C. E. Wass, Newport.
Benedicta, Silver Ridge Plt., Stacyville Plt.	A. L. Todd, Sherman.	Crystal Island Falls, Sherman.	Geo. C. Hight, Island Falls.
Benton, Winslow..	Chester A. Grant, Winslow.	Cumberland, Falmouth, North Yarmouth.	D. W. Lunt, Portland, R. 4.
Berwick, South Berwick.	Wm. C. McCue, Berwick.	Dallas Pl., Madrid, Rangeley, Rangeley Pl., Sandy River Pl.	J. M. Pike, Rangeley.
Bethel, Gilead, Greenwood.	M. E. Wright, Flagstaff.	Damariscotta, New-castle, South Bristol.	Julia E. Barker, Damariscotta.
Bigelow Pl., Coplin Pl., Dead River Pl., Eustis, Flagstaff Pl., Lang Pl.	T. A. De Costa, Mars Hill.	Dayton, Saco.....	T. T. Young, Saco.
Blaine, Bridgewater, Mars Hill.	Edw. M. Hutchinson, Sedgwick.	Deer Isle, Isles au Haut, Stonington.	D. W. Rollins, Deer Isle.
Bluehill, Brooklin, Sedgwick.	Lewis S. Record, Boothbay Harbor.	Dexter, Garland... Dover, Foxcroft....	J. A. Hamlin, Dexter.
Boothbay, Boothbay Harbor, Monhegan.	Cyrus M. Kendrick, Litchfield, R. 18.	Dyer Brook, Ludlow, Merrill, More Pl., New Dummer, Oakfield, Smyrna, Eagle Lake, Winterville.	Wm. M. Bottomley, Foxcroft.

¹ Union superintendencies composed of towns given. Practically all city superintendents also have rural schools. See list, p. 55.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent. ¹	County.	Superintendent.
MAINE —continued.		MAINE —continued.	
East Livermore, Wayne.	Carl W. Maddocks, Livermore Falls.	Lisbon, Webster...	F. A. Morris, Lisbon Falls.
East Machias, Machias, Machiasport, Marshfield, Roque Bluffs, Whitneyville.	John C. Merrill, East Machias.	Madison, Skowhegan.	L. W. Gerrish, Skowhegan.
East Millinocket, Hersey, Millinocket, Mount Chase, Patten.	W. M. Marr, Patten.	Matinicus Isle Pl., Union, Warren.	F. D. Rowe, Warren.
Easton, Fort Fairfield.		Mercer, Norridgewock, Smithfield.	R. L. Sheaff, Norridgewock.
Eastport, Lubec...	W. H. Sturtevant, Lubec.	Maximo, Roxbury.	S. J. Rawson, Riddellville.
Edgington, Holden, Orrington.	E. E. Roderick, South Orrington.	Mount Desert, Southwest Harbor, Tremont.	C. L. Clement, Southwest Harbor.
Eden, Hancock....	Frank McGouldrick, Bar Harbor.	New Sweden, Stockholm, Westmoreland, Woodland.	S. M. Nieveen, New Sweden.
Ellot, Kittery.....	Leon P. Spinney, South Ellot.	North Berwick, Wells.	Chas. A. Rush, Wells.
Ellsworth, Franklin.	W. H. Patten, Ellsworth.	Norway, Watford.	T. C. Morrill, Norway.
Enfield, Howland, Lincoln.	H. S. Libby, Lincoln.	Old Orchard, Scarborough.	F. H. B. Heald, So. Portland, R. S.
Fairfield, Oakland.	W. M. Teague, Fairfield.	Oldtown, Orono...	Wm. D. Fuller, Oldtown.
Farmingdale, Gardiner.	L. A. Ross, Gardiner.	Paris, Woodstock..	M. C. Joy, South Paris.
Farmington, Wilton.	Joseph F. Burch, Farmington.	Raymond, Windham.	Frank Fortier, North Windham.
Fort Kent, New Canada, St. Francis, St. John, Wallagrass.	Jos. F. Cyr, Fort Kent.	Rockland, Rockport.	R. L. West, Rockland.
Frankfort, Monroe, Wintport.	Ray Robinson, Winterport.	Swans Island, Vinalhaven.	H. E. Bowman, Vinalhaven.
Freeport, Yarmouth.	F. H. Byram, Yarmouth.	MARYLAND.	
Frenchville, Grand Isle, Madawaska, St. Agatha.	B. S. Dufour, St. Agatha.	Allegany.....	Edward F. Webb, Cumberland.
Friendship, Waldoboro.	V. V. Thompson, Waldoboro.	Anne Arundel.....	George Fox, Annapolis.
Gorham, Westbrook.	Prescott Keyes, Westbrook.	Baltimore.....	A. S. Cook, Towson.
Gouldsboro, Sorrento, Sullivan, Winter Harbor.	R. L. Sinclair, West Gouldsboro.	Calvert.....	T. G. Bennett, Prince Frederick.
Greenville, Jackman, Moose River, Sangerville.	Russell S. Taylor, Sangerville.	Caroline.....	E. M. Noble, Denton.
Hallowell, Winthrop.	A. B. Lord, Winthrop.	Carroll.....	M. S. H. Unger, Westminster.
Hanover, Rumford.	L. E. Williams, Rumford.	Cecil.....	Hugh W. Caldwell, Elkton.
Hartland, Palmyra, St. Albans.	H. B. Clifford, Hartland.	Charles.....	T. M. Carpenter, La Plata.
Hodgdon, Houlton.	Thomas P. Packard, Houlton.	Dorchester.....	J. E. Noble, Cambridge.
Jay, Livermore....	E. F. Callahan, Livermore Falls.	Frederick.....	G. Lloyd Palmer, Frederick.
Kennebunk, Kennebunkport.	J. W. Lambert, Kennebunk.	Garrett.....	F. E. Rathbun, Oakland.
		Hartford.....	C. M. Wright, Bel Air.
		Howard.....	W. C. Phillips, Elkton City.
		Kent.....	L. L. Smyth, Chestertown.
		Montgomery.....	Edwin W. Broome, Rockville.
		Prince Georges.....	E. S. Burroughs, Upper Marlboro.
		Queen Annes.....	B. J. Grimes, Centerville.
		St. Marys.....	G. W. Joy, Leonardtown.
		Somerset.....	Wm. H. Dashiell, Princess Anne.
		Talbot.....	Nicholas Orem, Easton.
		Washington.....	C. E. Dryden, Hagerstown.
		Wicomico.....	James M. Bennett, Salisbury.
		Worcester.....	E. W. McMaster, Pocomoke City.

Towns.	Superintendent. ¹	Towns.	Superintendent.
MASSACHUSETTS.		MASSACHUSETTS—continued.	
Acton, Carlisle, Littleton, Westford.	Frank H. Hill, Littleton.	Ashland, Hopkinton.	W. K. Putney, Ashland.
Alford, Egremont, Richmond, West Stockbridge.	Theodore W. King, West Stockbridge.	Auburn, Sutton....	Osmon C. Evans, Worcester.
Amherst, Pelham..	Carroll R. Reed, Amherst.	Ayer, Boylston, Shirley, West Boylston.	Frank C. Johnson, Ayer.
Ashby, Lunenburg, Townsend.	Herman C. Knight, Townsend.	Barre, Hardwick, Petersham.	Albert S. Cole, Barre.
Ashfield, Cunningham, Goshen, Plainfield.	Robert W. Martin, Ashfield.	Becket, Chester, Middlefield.	William H. Sandersen, Chester.

¹ Union superintendencies composed of towns given. Practically all city superintendents have some rural schools.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

Towns.	Superintendent.	Towns.	Superintendent.
MASSACHUSETTS—continued.		MASSACHUSETTS—continued.	
Belmont, Burlington.	George P. Armstrong, Belmont.	East Longmeadow, Hampden, Longmeadow, Wilbraham.	Leonora E. Taft, Springfield.
Belchertown, Enfield.	Alvin R. Lewis, Belchertown.	Erving, Leverett, Shutesbury, Wendell.	Mrs. Cora A. Stearns, Wendell Depot.
Bellingham, Hopedale, Mendon.	Francello G. Atwell, Hopedale.	Essex, Lynnfield, Topsfield, Wenham.	Harvey R. Williams, Wenham.
Berkley, Dighton, Rehoboth.	Mortimer H. Bowman, Dighton.	Falmouth.....	Carl Holman, Falmouth.
Berlin, Northboro, Shrewsbury, Southboro.	Frederick B. Van Ornum, Northboro.	Foxboro, Norton, Plainville.	Ira A. Jenkins, Foxboro.
Bernardstown, Hadley, Hatfield.	Clinton J. Richards, Hatfield.	Freetown, Goswold, Westport.	William L. Coggins, New Bedford.
Blandford, Huntington, Montgomery, Russell.	Leon O. Merrill, Huntington.	Gill, Leyden, Northfield, Warwick.	Elmer F. Howard, East Northfield.
Bolton, Dunstable, Harvard, Pepperell.	Austin R. Paull, Pepperell.	Granville, Sandisfield, Southwick, Tolland.	David J. Malcolm, Granville.
Bourne, Mashpee, Sandwich.	Herbert L. Whitman, Buzzards Bay.	Hamilton, Mansfield, Sharon.	E. P. Fitts, Mansfield.
Boxborough, Maynard, Stow.	W. H. Millington.	Halifax, Kingston, Pembroke, Plympton.	Geo. Allen Coe, Kingston.
Georgetown, Groveland, Rowley.	Josiah McCann, Georgetown.	Hanover, Hanson, Norwell.	James S. Hayes, Rockland.
Brewster, Dennis, Yarmouth.	L. Thomas Hopkins, Yarmouth Port.	Hinsdale, Peru, Washington, Windsor.	J. R. Childs, Holden.
Brookfield, North Brookfield.	F. H. Tenney, North Brookfield.	Holden, Oakham, Paxton, Rutland.	Carroll H. Drown, West Medway.
Buckland, Colrain, Shelburne.	Arthur W. Smith, Shelburne Falls.	Holliston, Medway, Sherborn.	Asa M. Jones, Baldwinville.
Carver, Lakeville, Raynham, Rochester.	Chester W. Humphrey, Rochester.	Hubbardston, Philipston, Royalston, Templeton.	A. S. Rollins, Lancaster.
Charlemont, Hawley, Heath, Rowe.	Frank P. Davison, Charlemont.	Lancaster.....	Charles A. Tucker, Lenox.
Charlton, Leicester.	George B. Clarke, Leicester.	Manchester.....	John C. Mackin, Manchester.
Chatham, Eastham, Harwich, Orleans.	Loring G. Williams, Harwich.	Medfield, Millis, Norfolk, Westwood.	A. S. Ames.
Cheahire, Hancock, Lanesboro, New Ashford.	Everett G. Loring, Lanesboro.	Merrimac, Newbury, Salisbury, West Newbury.	H. H. Pratt, West Newbury.
Chesterfield, Williamsburg, Worthington.	Elbridge W. Goodhue, Haydenville.	Mount Washington, New Marlboro, Sheffield.	Alfred O. Tower, Sheffield.
Chilmark, Edgartown, Gay Head, Oak Bluffs, Tisbury, West Tisbury.	Charles A. Crowell, Jr., Vineyard Haven.	Nahant.....	J. D. W. Chester, Nahant.
Clarksburg, Florida, Monroe, Seavoy.	Arthur C. Harrington, North Adams.	Nantucket.....	Edwin S. Tirrell, Nantucket.
Cohasset.....	Stanley C. Lary, Cohasset.	New Braintree, Sturbridge, Brookfield.	Frederick E. Bragdon, West Brookfield.
Conway, Deerfield, Sunderland, Whately.	H. C. Bales, South Deerfield.	Princeton, Sterling, Westminster.	Harry C. Waldron, Leominster.
Dana, Greenwich, New Salem, Prescott.	C. C. Richardson, North Dana.	Provincetown, Truro, Wellfleet.	C. M. Pennell.
Douglas, Uxbridge.	C. L. Judkins, Uxbridge.	Somerset, Swansea.	C. W. Walter, South Swansea.
Dover, Sudbury, Wayland.	Frank H. Benedict, Cochituate.	Stockbridge.....	Samuel B. Churchill, Stockbridge.
Dracont, North Reading, Tewksbury, Tyngsborough.	Charles L. Randall, Lowell.	Weston.....	Charles M. Eaton, Weston.
Duxbury, Marshfield, Scituate.	W. E. Chaffin, Scituate.	Williamstown.....	Walter G. Mitchell, Williamstown.
East Bridgewater, West Bridgewater.	Edgar H. Grout, East Bridgewater.	Wilmington, Boxford, Middleton.	Jas. R. MacDougall.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
MINNESOTA—contd.		MISSISSIPPI—contd.	
Red Lake.....	Lou F. Green, Red Lake Falls.	Orthbeha.....	C. E. Scroggins, Starkville.
Redwood.....	Mrs. Adella G. Pratt, Redwood Falls.	Panola.....	C. B. Young, Sardis.
Renville.....	Amalia M. Bengtson, Olivia.	Pearl River.....	Leopold Locke, Poplarville.
Rice.....	J. H. Lewis, Faribault.	Perry.....	W. F. Backstrom, New Augusta.
Rock.....	Edia A. Headley, Luverne.	Pike.....	H. W. Kenna, Magnolia.
Roseau.....	Mrs. Bergit Billberg, Roseau.	Pontotoc.....	J. R. Spencer, Pontotoc.
St. Louis.....	N. A. Young, Duluth.	Prentiss.....	J. F. Chambers, Booneville, R. No. 3.
Scott.....	T. J. Nickolsy, Shakopee.	Quitman.....	F. M. Bissell, Marks.
Sherburne.....	Ada P. Conger, Becker.	Rankin.....	H. H. Bullock, Brandon.
Sibley.....	W. M. Carver, Gaylord.	Scott.....	O. D. Loper, Forest.
Stearns.....	W. A. Boesger, St. Cloud.	Sharkey.....	J. N. Hall, Rolling Fork.
Steele.....	James A. Mork, Owatonna.	Simpson.....	J. R. Williamson, Mandenhall.
Stevens.....	Ray S. Roberts, Morris.	Smith.....	Allen Caughman, Raleigh.
Swift.....	Tillie S. Thomason, Benson.	Stone.....	C. H. Bass, Wiggins.
Todd.....	E. A. Williams, Long Prairie.	Sunflower.....	W. P. Sanders, Indianola.
Traverse.....	Bessie Caswell, Wheaton.	Tallahatchie.....	R. H. Harrison, Charleston.
Wabasha.....	Harry V. Fick, Lake City.	Tate.....	J. T. Cathey, Senatobia.
Wadena.....	Maudie R. Kennedy, Wadena.	Tippah.....	J. E. Pearcy, Ripley.
Waseca.....	H. C. Van Loh, Waseca.	Tishomingo.....	N. L. Phillips, Iuka.
Washington.....	E. N. Swanson, Stillwater.	Tunica.....	L. C. Cannon, Tunica.
Watsonwan.....	Mabel Madison, St. James.	Union.....	T. O. Randall, New Albany.
Wilkin.....	A. S. Gredvig, Breckenridge.	Walthall.....	C. I. Brumfield, Tylertown.
Winona.....	A. C. Loomis, Winona.	Warren.....	J. H. Calkin, Vicksburg.
Wright.....	A. A. Zech, Annandale.	Washington.....	B. L. Hatch, Greenville.
Yellow Medicine.....	Lue A. Olds, Granite Falls.	Wayne.....	J. M. Wilkins, Waynesboro.
MISSISSIPPI.		Webster.....	A. C. Webb, Walthall.
Adams.....	M. C. Montgomery, Natchez.	Wilkinson.....	John C. Day, Woodville.
Alcorn.....	W. A. McCord, Corinth.	Winston.....	Nesl Priscoe, Louisville.
Amite.....	J. N. Steele, Liberty.	Yalobusha.....	J. R. Hodnett, Water Valley.
Attala.....	W. A. Hull, Kosciusko.	Yazoo.....	Hugh Bull, Yazoo City.
Benton.....	W. T. Renick, Ashland.	MISSOURI.	
Bolivar.....	G. H. Armstrong, Cleveland.	Adair.....	P. J. Fowler, Kirksville.
Calhoun.....	J. O. Rich, Pittsboro.	Andrew.....	Leslie M. Dobbs, Savannah.
Carroll.....	D. D. Fullilove, Valden.	Atchison.....	Gertrude Thompson, Rock Port.
Chickasaw.....	Geo. D. Riley, Houston.	Audrain.....	W. C. Johnson, Mexico.
Choctaw.....	J. F. Bridges, Chester.	Barry.....	W. E. Hankins, Cassville.
Claiborne.....	S. J. Russell, Fort Gibson.	Barton.....	L. E. Brous, Lamar.
Clarke.....	G. B. Parker, Quitman.	Bates.....	A. C. Moreland, Butler.
Clay.....	E. H. Walker, West Point.	Benton.....	Chas. G. Harvey, Warsaw.
Coahoma.....	J. M. Brooks, Clarksdale.	Bollinger.....	W. M. Welker, Marble Hill.
Copiah.....	A. A. McAlpin, Hazlehurst.	Boone.....	Geo. T. Porter, Columbia.
Covington.....	Alex. Newton, Collins.	Buchanan.....	Geo. K. Gilpin, St. Joseph.
De Soto.....	R. E. L. Morgan, Hernando.	Butler.....	H. O. Harrawood, Poplar Bluff.
Forrest.....	E. J. Currie, Hattiesburg.	Caldwell.....	D. N. McClintock, Kingston.
Franklin.....	W. L. Foreman, Meadville.	Callaway.....	R. G. Hale, Fulton.
George.....	W. A. Avera, Lucedale.	Camden.....	M. E. Johnson, Linn Creek.
Greene.....	Newton James, Leakesville.	Cape Girardeau.....	J. T. McDonald, Cape Girardeau.
Grenada.....	M. McKibben, Grenada.	Carroll.....	Mrs. Margaret Squires, Carrollton.
Hancock.....	John Craft, Bay St. Louis.	Carter.....	W. S. Perrin, Ellsinore.
Harrison.....	W. H. Wood, Gulfport.	Cass.....	C. A. Burke, Hallsboro.
Hinds.....	F. M. Coleman, Raymond.	Cedar.....	Ira A. McBride, Stockton.
Holmes.....	J. M. Kimbrough, Lexington.	Charlton.....	C. C. Carlistead, Keytesville.
Issaquena.....	Geo. Robinson, Mayersville.	Christian.....	Tom Mapes, Ozark.
Itawamba.....	J. A. Senter, Fulton.	Clark.....	Helen F. McKee, Kahoka.
Jackson.....	Guy D. Dean, Pascagoula.	Clay.....	E. L. Black, Liberty.
Jasper.....	C. E. Watkins, Bay Springs.	Clinton.....	Mrs. Anna L. Sims, Plattsburg.
Jefferson.....	L. L. Posey, Fayette.	Cole.....	A. H. Sieve, Jefferson City.
Jefferson Davis.....	W. W. Lee, Prentiss.	Cooper.....	S. F. Mauck, Bunston.
Jones.....	C. W. Jenkins, Laurel.	Crawford.....	Wm. P. Summers, Steelville.
Kemper.....	D. W. Jackson, Dekalb.	Dade.....	E. H. Carender, Greenfield.
Lafayette.....	C. A. McLarty, Oxford.	Dallas.....	John A. Pitman, Buffalo.
Lamar.....	A. Q. Broadus, Purvis.	Davies.....	Hallie Burton, Gallatin.
Lauderdale.....	T. C. Lockard, Meridian.	Dekalb.....	W. O. Swails, Clarksdale.
Lawrence.....	W. L. McGahey, Monticello.	Dent.....	Jas. W. Millsap, Salem.
Leake.....	C. M. Langford, Carthage.	Douglas.....	T. J. Moorhouse, Ava.
Lee.....	T. M. Millam, Tupelo.	Dunklin.....	E. D. McAnally, Kennett.
Leflore.....	J. R. Hughes, Greenwood.	Franklin.....	A. C. Cole, Union.
Lincoln.....	Barney Grice, Brookhaven.	Gasconade.....	A. O. Mann, Hermann.
Lowndes.....	E. A. Stanley, Columbus.	Gentry.....	Grethen Jennings, Albany.
Madison.....	G. R. Bennett, Canton.	Greene.....	C. W. McCroskey, Springfield.
Marion.....	E. I. Watts, Columbia.		
Marshall.....	John P. Horton, Holly Spring.		
Monroe.....	W. A. Addington, Aberdeen.		
Montgomery.....	Guy C. Burton, Winona.		
Neshoba.....	W. W. Gresham, Philadelphia.		
Newton.....	M. G. Scarborough, Decatur.		
Noxubee.....	J. G. Chandler, Macon.		

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
MISSOURI—contd.		MONTANA.	
Grundy.....	Elizabeth Brainerd, Tranton.	Beaverhead.....	L. Elizabeth Sutherland, Dillon.
Harrison.....	Nellie K. Sutton, Bethany.	Big Horn.....	Lucy Batty, Hardin.
Henry.....	R. E. Bell, Clinton.	Blaine.....	Margaret Vanden, Chinook.
Hickory.....	Oliver J. Watkins, Hermitage.	Broadwater.....	Opal Cronk, Townsend.
Holt.....	Mrs. Alberta G. Murphy, Oregon.	Carbon.....	Asgerd Haaland, Red Lodge.
Howard.....	Luman L. Spry, Fayette.	Cascade.....	Jane Keeney, Great Falls.
Howell.....	W. C. McMillin, West Plains.	Chouteau.....	Elizabeth D. Milliken, Fort Benton.
Iron.....	G. W. Hanson, Ironton.	Custer.....	Olive H. Lovett, Miles City.
Jackson.....	L. F. Blackburn, Independence.	Dawson.....	Camilla Osborne, Glendive.
Jasper.....	L. W. Koest, Carthage.	Deer Lodge.....	May Russell, Anaconda.
Jefferson.....	R. B. Wilson, Hillsboro.	Fallon.....	Mrs. Stella Potterton, Baker.
Johnson.....	R. H. Boston, Warrensburg.	Fergus.....	Mrs. Lela Baker, Lewistown.
Knox.....	W. E. Cottey, Edina.	Flathead.....	Mary Eckstein, Kalispell.
Laclede.....	G. C. Jones, Lebanon.	Gallatin.....	Ida W. Davis, Bozeman.
Lafayette.....	H. T. Phillips, Lexington.	Granite.....	Mrs. Lottie T. Irvine, Phillipsburg.
Lawrence.....	Harry Moore, Mount Vernon.	Hill.....	Laura G. Lovett, Havre.
Lewis.....	Lloyd H. Hicks, Monticello.	Jefferson.....	Jennie Carlson, Boulder.
Lincoln.....	Salie Brown, Troy.	Lewis and Clark.....	May J. Crichton, Helena.
Linn.....	E. L. Joyce, Brookfield.	Lincoln.....	Carrie M. Spence, Libby.
Livingston.....	J. M. Gallatin, Chillicothe.	Madison.....	Mary Bull, Virginia City.
McDonald.....	P. M. Collins, Pineville.	Meagher.....	Mary J. Davies, White Sulphur Springs.
Macon.....	O. L. Cross, Macon.	Mineral.....	Mrs. M. Leota Wright, Superior.
Madison.....	W. S. Cooper, Fredericktown.	Missoula.....	Mabel Lindstadt, Missoula.
Maries.....	C. D. Snodgrass, Vienna.	Musselshell.....	Minnie F. Ferguson, Roundup.
Marion.....	Frankie Connell, Hannibal.	Park.....	Elsie Mercer, Livingston.
Mercer.....	W. B. Kesterson, Princeton.	Phillips.....	Flora Sims, Malta.
Miller.....	H. M. Atwell, Tusculum.	Powell.....	Irene Coughlin, Deer Lodge.
Mississippi.....	Mrs. Clara E. Graham, Charleston.	Prairie.....	Annie E. Lowell, Terry.
Moniteau.....	Edgar Strother, California.	Ravalli.....	Katharine Drayton, Hamilton.
Monroe.....	L. D. Ash, Paris.	Richland.....	Bell Hoyt, Sidney.
Montgomery.....	W. F. Hupe, Montgomery City.	Rosebud.....	Mrs. C. P. Adams, Forsyth.
Morgan.....	M. Wray Witten, Versailles.	Sanders.....	Glady's Brown, Thompson Falls.
New Madrid.....	L. O. Swan, New Madrid.	Sheridan.....	Irene Murphy, Plentywood.
Newton.....	W. E. Veerkamp, Neosho.	Silver Bow.....	Julia Shea, Butte.
Nodaway.....	A. H. Cooper, Maryville.	Stillwater.....	Gertrude Sylvester, Columbus.
Oregon.....	C. O. Custer, Altam.	Sweet Grass.....	Inga Solberg, Big Timber.
Osage.....	R. H. Bryan, Linn.	Teton.....	Grace M. Thompson, Chouteau.
Ozark.....	A. J. Kimball, Romance.	Toole.....	Mrs. Bertha Blacker, Shelby.
Pemiscot.....	Chas. G. Ross, Caruthersville.	Valley.....	Nellie Johnsonott, Glasgow.
Perry.....	Thomas Caruthers, Perryville.	Wilboux.....	Mrs. Maude Banker-Wilks, Wilboux.
Pettis.....	T. R. Luckett, Sedalia.	Yellowstone.....	Frances Miller, Billings.
Phelps.....	A. Z. Black, Rolla.		
Pike.....	O. A. Wilson, Bowling Green.		
Platte.....	J. F. Sexton, Platte City.		
Polk.....	Daisy Johnson, Bolivar.		
Pulaski.....	L. J. Gladden, Laquey.		
Putnam.....	H. U. G. Turnmire, Unionville.		
		NEBRASKA.	
Ralls.....	L. C. Northcutt, New London.	Adams.....	Mary Dungan, Hastings.
Randolph.....	S. B. McCully, Moberly.	Antelope.....	C. A. Mohrman, Neligh.
Ray.....	W. T. McGaugh, Richmond.	Arthur.....	Charles Harding, Arthur.
Reynolds.....	J. G. Hartman, Centerville.	Banner.....	Minnie Larson, Harrisburg.
Ripley.....	C. N. Pennington, Doniphan.	Blaine.....	A. L. Shamblin, Brewster.
St. Charles.....	Benj. H. Jolly, St. Charles.	Boone.....	Hannah C. Johnson, Albion.
St. Clair.....	C. E. Higgins, Osceola.	Box Butte.....	Opal Russell, Alliance.
St. Francois.....	J. Clyde Akers, Farmington.	Boyd.....	Zazel Sloniger, Butte.
Ste. Genevieve.....	Joseph King, Ste. Genevieve.	Brown.....	Mrs. Lena Morris, Ainsworth.
St. Louis.....	R. G. Russell, Clayton.	Buffalo.....	Kathryn Lauglin, Kearney.
Saline.....	Jas. L. Lynch, Marshall.	Burt.....	W. T. Poucher, Tekamah.
Schuyler.....	J. F. Botts, Lancaster.	Butler.....	Oma L. Cady, David City.
Scotland.....	Mrs. Aris Williams, Memphis.	Cass.....	Eda Marquardt, Plattsmouth.
Scott.....	M. E. Montgomery, Benton.	Cedar.....	Emma Schwerin, Hartington.
Shannon.....	Walter Webb, Eminence.	Chase.....	Addie P. Spangler, Imperial.
Shelby.....	Mrs. Myrtle Threlkeld, Shelbyville.	Cherry.....	Edith Adamson, Valentine.
Stoddard.....	Mrs. C. E. Smith, Bloomfield.	Cheyenne.....	Anna McFadden, Sidney.
Stone.....	L. V. Threlfall, Galena.	Clay.....	Mabel E. Kirk, Clay Center.
Sullivan.....	Roxana Jones, Milan.	Collax.....	F. J. Vogtland, Schuyler.
Taney.....	J. W. Bennett, Forsyth.	Cuming.....	Emma R. Miller, West Point.
Texas.....	F. J. Burney, Houston.	Custer.....	T. C. Grimes, Broken Bow.
Vernon.....	Lizzie L. White, Nevada.	Dakota.....	Wilfred E. Voss, Dakota.
Warren.....	F. W. Kehr, Marshville.	Dawes.....	Edna Rincker, Chadron.
Washington.....	Burwell Fox, Potomac.	Dawson.....	W. C. Bloom, Lexington.
Wayne.....	C. E. Burton, Piedmont.	Deuel.....	Mrs. Retta F. Brown, Chap-pell.
Webster.....	Sam A. Miller, Marshfield.	Dixon.....	Ray Chase, Ponca.
Worth.....	Mrs. Cora Early, Grant City.	Dodge.....	J. M. Maizen, Fremont.
Wright.....	John M. Carter, Hartville.	Douglas.....	Thomas J. Keenan, Omaha.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
NEBRASKA—contd.		NEBRASKA—contd	
Dundy.....	Una Richards, Benkelman.	Morrill.....	E. F. Kelley, Bridgeport.
Fillmore.....	Lillian D. Green, Geneva.	Nance.....	Chloe Baldridge, Fullerton.
Franklin.....	Pearl O'Neal, Bloomington.	Nemaha.....	Bess E. Anderson, Auburn.
Frontier.....	G. C. Chadderdon, Stockville.	Nuckolls.....	Clyde W. Lehman, Nelson.
Furnas.....	G. W. Fletcher, Beaver City.	Otoe.....	Chas. Speedie, Nebraska City.
Gage.....	Thomas J. Trauernicht, Beatrice.	Pawnee.....	Elsie A. Hammond, Pawnee City.
Garden.....	Nellie Olson Stroud, Oshkosh.	Perkins.....	Belle Holaway, Grant.
Garfield.....	Florence Alderman, Burwell.	Phelps.....	Alice A. Swanson, Holdrege.
Gosper.....	F. W. Montgomery, Elwood.	Pierce.....	Lettie Scott, Pierce.
Grant.....	Theo. A. Frye, Hyannis.	Platte.....	Fred S. Lecron, Columbus.
Greeley.....	Margaret L. Tracy, Greeley.	Polk.....	Amelia Rasmussen, Osceola.
Hall.....	Dorothea Kolls, Grand Island.	Red Willow.....	Julia C. Barnes, McCook.
Hamilton.....	Arthur S. Nelson, Aurora.	Richardson.....	D. H. Weber, Falls City.
Harlan.....	Frances E. White, Alma.	Rock.....	Chas. G. Ammon, Bassett.
Hayes.....	H. O. Bixler, Hayes Center.	Saline.....	L. J. Bouchal, Wilber.
Hitchcock.....	Vida B. Day, Trenton.	Sarpy.....	Cordella Gramlich, Papillion.
Holt.....	Minnie B. Miller, O'Neill.	Saunders.....	F. E. Alder, Wahoo.
Hooker.....	J. H. Garrett, Mullen.	Scotts Bluff.....	Ada Haldeman, Gering.
Howard.....	W. G. Baker, St. Paul.	Seward.....	W. H. Brokaw, Seward.
Jefferson.....	Henry Abrams, Fairbury.	Sheridan.....	Pearle E. Summers, Rushville.
Johnson.....	L. C. Kuater, Tecumseh.	Sherman.....	L. H. Currier, Loup City.
Kearney.....	Oscar Warp, Minden.	Sioux.....	Vinnie Newell, Harrison.
Keith.....	Katherine Feather, Ogallala.	Stanton.....	Ilah B. Ohlson, Stanton.
Keya Paha.....	George J. Kirsch, Springview.	Thayer.....	A. T. Holtzen, Hebron.
Kimball.....	Rachel McElroy, Kimball.	Thomas.....	Inez L. Oakes, Tredford.
Knox.....	A. S. Stinson, Center.	Thurston.....	Carrie J. Kellner, Pender.
Lancaster.....	Mrs. Minnie P. Knott, Lincoln.	Valley.....	H. L. Cushing, Ord.
Lincoln.....	Alleen Gantt, North Platte.	Washington.....	N. T. Lund, Blair.
Logan.....	Alice Coleman Hill, Gandy.	Wayne.....	Pearl Sewell, Wayne.
Loup.....	Edith Wirsig, Taylor.	Webster.....	Gertrude L. Coon, Red Cloud.
McPherson.....	O. A. Johnson, Tryon.	Wheeler.....	Edith Bowler, Bartlett.
Madison.....	N. A. Housel, Madison.	York.....	T. C. Lord, York.
Merriek.....	Margaret McCutchen, Central City.		

NEVADA.¹

Town.	Superintendent. ²	Town.	Superintendent.
NEW HAMPSHIRE.		NEW HAMPSHIRE—continued.	
Claremont, Charles-town.	William H. Slayton, Claremont.	Hopkinton, Weare.	Fred S. Libbey, Contoocook.
Colebrook, Errol.	Chas. O. Dalrymple, Colebrook.	Dunbarton, Henniker.	
Wentworth Location.		Lebanon, Enfield.	Thomas A. Roberts, Lebanon.
Conway, Madison.	Alonso Knowlton, North Conway.	Lisbon, Landaff.	Leonard S. Morrison, Lisbon.
Bartlett, Jackson Special.		Franconia.	
Derry, London-derry.	C. W. Cutts, Derry.	Littleton, Bethlehem Town.	Guy E. Speare, Littleton.
Exeter, Newfields.	M. S. Brooks, Exeter.	Meredith, Woodstock, Gilford.	W. H. Buker, Meredith.
Kensington, Hampton Falls.		Milford, Amherst.	A. W. Smith, Milford.
Franklin, Hill.....	George A. Keith, Franklin.	Hollis, Mont Vernon.	
Goffstown, Bedford, New Boston.	Howard L. Winslow, Goffstown.	Newport, New London, Sunapee.	W. H. S. Ellingwood, Newport.
Gorham, Randolph, Shelburne.	Jacob E. Wignot, Gorham.	Northwood, Deerfield, Lee.	Walton S. Adams, Northwood Center.
Greenland, Newington, Durham.	Carl Cotton, Portsmouth.	Pembroke, Allens-town, Merrimack.	Henry S. Roberts, Suncook.
Rye, North Hampton.		Penacook, Hookset.	George W. Sumner, Penacook.
Hampstead, Raymond, Epping, Hampton.	Albert T. Lane, Hampton.	Pittsfield, Chichester, Loudon.	F. T. Johnson, Pittsfield.
Hanover Town, Plainfield.	Catherine A. Dole, Lebanon.	Salem, Atkinson, Hudson.	
Hillsboro, Antrim, Peterboro.	Frederick L. Kendall, Peterboro.	Somersworth, Newmarket.	Edward H. Leonard, Somersworth.
Hinsdale, Swansey, Dublin, Winchester.	A. P. Averill, Keene, R. F. D.	Stratford, Northumberland, Columbia.	Orin M. Holman, North Stratford.
		Tilton, Belmont, Gilmanton.	Channing Sanborn, Tilton.

¹ No county superintendents. For list of deputy superintendents see list of State school officers, p. 11.² Supervisory district composed of towns given. Practically all city superintendents have rural schools under their supervision. See list, p. 61.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

Town.	Superintendent.	Town.	Superintendent.
NEW HAMPSHIRE—continued.		NEW HAMPSHIRE—continued.	
Troy, Fitzwilliam, Rindge, Jaffrey.	O. H. Toothaker, East Jaffrey.	Wilton, Hancock, Temple, New Ipswich.	Louis De Witt Record, Wilton.
Walpole, Westmoreland, Langdon, Marlboro.	Everett J. Best, Walpole.	Wolfeboro, Alton, Farmington.	F. U. Landman, Wolfeboro.
Whitefield, Jefferson, Bethlehem Special.	Frank W. Jackson, Whitefield.	Woodsville, Haverhill, Bath, Monroe.	Norman J. Page, Woodsville.
County.	Superintendent.	County.	Superintendent.
NEW JERSEY.		NEW YORK.¹	
Atlantic.....	H. M. Cressman, Egg Harbor City.	Albany.....	E. E. Richmond, Ravens. W. J. Haverly, West Berne. Warren Ratcliffe, Voorheesville.
Bergen.....	B. C. Wooster, Hackensack.	Allegany.....	G. W. D'Autremont, Hume. John D. Jones, Cuba. O. M. Burdick, Little Genesee. W. H. Garwood, Canaseraga. Willet L. Ward, Wellsville. Kasson E. Bellby, Deposit. J. E. Hurlburt, Windsor. H. B. Heath, Otsuquaga. Erwin B. Whitney, Whitney Point.
Burlington.....	L. J. Kayser, Mount Holly.	Broome.....	Cattaraugus.....
Camden.....	C. S. Albertson, Camden.		Joel J. Crandall, Franklinville. Gilbert A. Farwell, Hinsdale. C. S. Palmer, Salamanca. G. E. Waller, Little Valley. E. A. Stratton, Randolph. H. S. R. Murphy, Cato. H. T. Morrison, Weedsport. Mrs. Anna M. Kent, Union Springs.
Cape May.....	Aaron W. Hand, Cape May Court House.		G. B. Springer, Genoa. Mrs. Mabel L. Rodger, Moravia.
Cumberland.....	J. J. Unger, Bridgeton.		Chautauqua.....
Essex.....	Oliver J. Morelock, Newark.		J. N. Palmer, Forestville. J. M. Barker, Niobe. Mrs. D. B. Connelly, Stowe. J. G. Pratt, Sherman. L. Waldo Swain, Westfield. J. S. Wright, Falconer. Walter C. King, Horseheads. Harriet Easterbrook, Elmira. Ellen E. Baldwin, Lincklaen. Albert C. Bowers, New Berlin. J. S. Childs, Oxford. Jane I. Schenck, Greene. Mary L. Isbell, Norwich. Oliver A. Wolcott, Keeseville. Ernest B. Sargeant, Ellensburg.
Gloucester.....	D. T. Steelman, Woodbury.		Chemung.....
Hudson.....	A. H. Updyke, Jersey City.		Walter C. King, Horseheads. Harriet Easterbrook, Elmira. Ellen E. Baldwin, Lincklaen. Albert C. Bowers, New Berlin. J. S. Childs, Oxford. Jane I. Schenck, Greene. Mary L. Isbell, Norwich. Oliver A. Wolcott, Keeseville. Ernest B. Sargeant, Ellensburg.
Hunterdon.....	J. S. Hoffman, Flemington.		Chenango.....
Mercer.....	J. M. Arnold, Trenton.		Ellen E. Baldwin, Lincklaen. Albert C. Bowers, New Berlin. J. S. Childs, Oxford. Jane I. Schenck, Greene. Mary L. Isbell, Norwich. Oliver A. Wolcott, Keeseville. Ernest B. Sargeant, Ellensburg.
Middlesex.....	H. B. Willis, New Brunswick.		Clinton.....
Morristown.....	C. J. Strahan, Freehold.		Jane I. Schenck, Greene. Mary L. Isbell, Norwich. Oliver A. Wolcott, Keeseville. Ernest B. Sargeant, Ellensburg.
Morris.....	J. H. Hulsart, Morristown.		Columbia.....
Ocean.....	C. A. Morris, Toms River.		Clara E. Boden, Moores Forks. S. B. Smith, East Chatham. W. L. Millias, Valatie. M. G. Riekey, Clermont. W. K. Patrick, Cuyler. Mrs. Ada M. Shuler, McGraw. C. D. Carter, Marathon, R. 3. C. W. Vandergriff, Sidney. Z. Le R. Myers, Downesville. F. O. Harkness, Delhi. L. R. Long, Margaretville. M. G. Nelson, Franklin. A. T. Hamilton, North Harpersfield.
Passaic.....	E. W. Garrison, Paterson.		Cortland.....
Salem.....	H. C. Dixon, Salem.		W. K. Patrick, Cuyler. Mrs. Ada M. Shuler, McGraw. C. D. Carter, Marathon, R. 3. C. W. Vandergriff, Sidney. Z. Le R. Myers, Downesville. F. O. Harkness, Delhi. L. R. Long, Margaretville. M. G. Nelson, Franklin. A. T. Hamilton, North Harpersfield.
Somerset.....	Henry C. Krebe, Somerville.		Delaware.....
Sussex.....	Ralph Decker, Newton.		Clara E. Boden, Moores Forks. S. B. Smith, East Chatham. W. L. Millias, Valatie. M. G. Riekey, Clermont. W. K. Patrick, Cuyler. Mrs. Ada M. Shuler, McGraw. C. D. Carter, Marathon, R. 3. C. W. Vandergriff, Sidney. Z. Le R. Myers, Downesville. F. O. Harkness, Delhi. L. R. Long, Margaretville. M. G. Nelson, Franklin. A. T. Hamilton, North Harpersfield.
Union.....	A. L. Johnson, Elizabeth.		
Warren.....	Howard E. Shimer, Belvidere.		
NEW MEXICO.			
Bernalillo.....	Atanasio Montoya, Albuquerque.		
Chaves.....	Mrs. T. W. Hayes, Roswell.		
Colfax.....	Jay T. Conway, Raton.		
Curry.....	J. M. Bickley, Clovis.		
De Baca.....	Rachel V. Smith, Fort Sumner.		
Dona Ana.....	R. E. McBride, Las Cruces.		
Eddy.....	W. A. Poore, Carlsbad.		
Grant.....	Miss I. L. Eckles, Silver City.		
Guadalupe.....	Bonifacio Lucero, Santa Rosa.		
Lea.....	Sarah K. Ellis, Lovington.		
Lincoln.....	J. E. Koonce, Carrizozo.		
Luna.....	Mrs. Alice Smith, Deming.		
McKinley.....	Palmer Ketner, Gallup.		
Mora.....	Milnor Rudolph, Mora.		
Otero.....	Lacy Simms, Alamogordo.		
Quay.....	J. A. Atkins, Tucumanari.		
Rio Arriba.....	Jose O. Garcia, Velarde.		
Roosevelt.....	Sam J. Stinnett, Portales.		
Sandoval.....	J. Felipe Castillo, Bernalillo.		
San Juan.....	Earl Douglas, Aztec.		
San Miguel.....	Benito F. Baca, Las Vegas.		
Santa Fe.....	Nina Otero Warren, Santa Fe.		
Sierra.....	Jas. P. Parker, Hillsboro.		
Socorro.....	Martin Lopez, Socorro.		
Taos.....	Pablo Quintana, Taos.		
Torrance.....	Charles L. Burt, Mountainair.		
Union.....	H. H. Errett, Clayton.		
Valencia.....	Saturnino Baca, Belen.		

¹Supervisory districts. These are counties in four cases; elsewhere parts of counties.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
NEW YORK—contd.		NEW YORK—contd.	
Dutchess.....	Frank L. Haight, Fishkill. F. E. Benedict, La Grangeville. Clara E. Drum, Clinton Corners. F. O. Green, Tivoli.	Orange.....	Theron L. McKnight, Central Valley. O. Eichenberg, Monroe. S. A. Cortright, Middletown.
Erie.....	C. A. Helst, Clarence. H. A. Dann, Lancaster. W. E. Pierce, East Aurora. E. D. Ormsby, North Collins. W. E. Bensley, Springville.	Orleans.....	Mary J. Franklin, Medina. Cora V. Luttenton, Albion. Mrs. H. F. S. Salisbury, Holley.
Essex.....	C. J. Mousaw, Schroon Lake. Gertrude M. Spear, Westport. Mattie J. Prime, Upper Jay. Myrtle E. MacDonald, Chateaugay.	Oswego.....	Mildred G. Pratt, Leona. J. M. Bonner, Richland. Aura A. Cole, Constantia. Charles I. Kingsbury, Mexico. W. S. Gardner, Fulton.
Franklin.....	G. La Graft, Tupper Lake. F. H. Wilcox, North Bangor. Gertrude E. Hyde, Moira. Fred A. Stryker, Stratford. C. E. Van Buren, Broadalbin.	Otsego.....	Grace A. Loudon, Cooperstown. R. F. D. 2. Menzo Burlingame, Worcester. J. B. McManus, Cooperstown. John E. Frederick, Portlandville.
Fulton.....	H. W. Dyer, East Pomfroke. J. L. M. Uphill, Batavia. Thos. C. Perry, Catskill. R. M. MacNaught, Windham. Walter J. Decker, Hunter.	Putnam.....	M. R. Porter, Morris. Floyd R. Thayer, Edmeston. A. J. Williams, Brewster.
Genesee.....	C. B. Hanley, Wells. A. J. Rose, West Winfield. Silas C. Kimm, Herkimer. C. B. Keller, Little Falls. B. M. Robinson, Poland.	Rensselaer.....	Mrs. C. B. Clark, Troy. Mrs. Adelaide W. Gardner, Stephentown. H. G. Grubel, East Greenbush. George W. Miller, Nanuet.
Greene.....	C. M. Pierce, Adams. W. J. Linnell, Brownville. T. B. Stool, Clayton. R. W. Bowman, Sacketts Harbor. D. D. T. Marshall, Redwood.	Rockland.....	W. T. Clark, Halesboro. F. H. Wallace, Morristown. Charles S. Blood, Heuvelton. V. C. Warriner, Lisbon. Rose M. Libby, Colton. Mrs. E. D. Grubb, Norwood. E. F. McDonald, Massena. A. J. Fields, Winthrop.
Hamilton.....	Glenn G. Steele, Croghan. Orson C. Babbitt, Copenhagen. Ruth M. Johnston, Port Leyden. A. W. Trainor, West Leyden. John P. Magee, Genesee.	Saratoga.....	A. A. Lavery, Round Lake. Lou Messinger, Ballston Spa. E. E. Hinman, Schuylerville. A. M. Hollister, Corinth.
Herkimer.....	G. C. McNinch, Conesus. R. G. Conklin, Tuscarora. Irving S. Sears, Hamilton. Clayton J. Wratton, DeRuyter. E. A. Fuller, Morrisville. John B. Harris, Canastota.	Schenectady.....	James Wingate, Schenectady. Leslie A. Tompkins, Jefferson.
Jefferson.....	W. W. Rayfield, Webster. M. B. Furman, East Rochester. Fred W. Hill, Spencerport. John C. Malloch, Churchville. N. Berton Alter, Fort Plain.	Schoharie.....	Silas Sprinthead, Cobleskill. R. W. Eldredge, Sharon Springs.
Lewis.....	Walter Elwood, Amsterdam. James S. Cooley, Mineola. W. C. Mephram, Merrick. M. G. Hoffman, Lewiston. Orrin A. Kolb, Lockport, R. F. D. 5.	Schuyler.....	Alberta Spaulding, Burdett. Jennie M. Ellison, Reading Center.
Livingston.....	W. D. Wisner, Ransomville. Ray P. Snyder, New York Mills. Harry C. Buck, Clayville. W. J. Lewis, Clinton.	Seneca.....	W. S. Wilson, Ovid. Charles B. Earl, Waterloo.
Madison.....	F. E. Mathewson, Verona. Stanton D. Austin, Barneveld. Paulina L. Scott, Blossvale. Daniel M. Blue, Boonville. M. E. Hinman, Tully.	Steuben.....	Frank H. Smith, Addison. Winfred Morrow, Bath. Howard Harrison, Addison. F. C. Wilcox, Greenwood. H. M. Brush, Arkport. Guyon J. Carter, Avoca.
Monroe.....	G. T. Fuggle, Jamesville. E. E. McDowell, Memphis. Manford D. Green, Liverpool. Jennie A. Cowles, Skaneateles. Leon J. Cook, East Bloomfield.	Suffolk.....	J. G. McConnell, Prattsburg. P. B. Matthews, Bridgehampton. J. Henry Young, Central Islip. Leonard J. Smith, Smithtown Branch.
Montgomery.....	H. S. G. Loveless Phelps. E. G. Soper, Seneca, Castle. G. A. Bolles, Naples.	Sullivan.....	F. J. Lewis, Barryville. Charles S. Hick, Jeffersonville. Mrs. Emma C. Chase, Monticello.
Nassau.....		Tioga.....	A. E. Belden, Newark Valley. M. D. Goodrich, Tioga Center. H. T. Whittemore, Nichols.
Niagara.....		Tompkins.....	Fred A. Beardsley, Trumansburg. Hattie K. Buck, North Lansing. John D. Bigelow, Ithaca.
Onondaga.....		Ulster.....	Emily S. Burnett, Kingston. Station R. J. U. Gillette, Port Ewen. J. M. Schoonmaker, Accord. W. J. Andrews, Oquessa.
Ontario.....			

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
NEW YORK—contd.		NORTH CAROLINA— continued.	
Warren.....	F. F. Gunn, Glens Falls. J. R. Stickney, Bolton Land- ing. Mrs. Rose Minnick, Glens Falls.	Lincoln.....	L. B. Beam, Lincolnton.
Washington.....	Amelia Blasdell, Fort Ann. Mrs. E. M. S. Devine, Hudson Falls. Mary A. Potter Greenwich, R. F. D. 4. F. H. Rich, Salem. Mrs. Helen C. Andrews, Lyons.	McDowell.....	N. F. Steppe, Marion.
Wayne.....	Mrs. Ida E. Cosad, Wolkott. Albert H. McMurray, Wal- worth. R. O. Brundige, Ontario. S. J. Preston, White Plains. C. H. Cheney, White Plains. G. H. Covey, Katonah. R. D. Knapp, Purdy Station. J. T. McOurren, Bliss. Harriet M. Patch, Cowlesville. G. H. Stratton, Castile. J. F. Bullock, Penn Yan. E. P. Corbit, Rushville.	Madison.....	M. D. Billings, Franklin.
Westchester.....		Marion.....	Fred C. Sams, Mars Hill.
Wyoming.....		Mecklenberg.....	A. J. Manning, Williamston.
Yates.....		Mitchell.....	J. M. Matthews, Charlotte.
NORTH CAROLINA.		Montgomery.....	D. W. Greene, Wing.
Alamance.....	M. C. Tarrell, Graham.	Moore.....	W. A. Cochran, Troy.
Alexander.....	A. F. Sharpe, Stony Point.	Nash.....	John A. McLeod, Carthage.
Alleghany.....	J. M. Cheek, Sparta.	New Hanover.....	Oscar Creech, Nashville.
Anson.....	W. C. Bivens, Wadesboro.	Northampton.....	W. Catlett, Wilmington.
Ashe.....	C. M. Dickson, Silas Creek.	Onslow.....	P. J. Long, Jackson.
Avery.....	Frank A. Edmonson, New- land.	Orange.....	W. M. Thompson, Jackson- ville.
Beaufort.....	W. G. Privette, Washington.	Pamlico.....	F. L. Foust, Hillsboro.
Bertie.....	H. W. Early, Windsor.	Pasquotank.....	T. B. Attmore, Stonewall.
Bladen.....	B. J. Cromartie, Garland.	Pender.....	W. M. Hinton, Elizabeth City.
Brunswick.....	M. C. Guthrie, Southport.	Perquimans.....	T. T. Murphy, Burgau.
Buncombe.....	W. H. Hipps, Asheville.	Person.....	C. C. Ward, Hertford.
Burke.....	T. L. Sigmon, Morganton.	Pitt.....	J. A. Beam, Roxboro.
Cabarrus.....	J. B. Robertson, Concord.	Polk.....	S. B. Underwood, Greenville.
Caldwell.....	R. M. Smith, Lenoir.	Randolph.....	E. W. S. Cobb, Columbus.
Camden.....	F. M. Eason, Camden.	Richmond.....	T. F. Bulla, Asheville.
Carteret.....	L. B. Ennett, Stella.	Robeson.....	L. J. Bell, Rockingham.
Caswell.....	G. A. Anderson, Yanceyville.	Rockingham.....	J. R. Poole, Lumberton.
Catawba.....	George E. Long, Newton.	Rowan.....	L. N. Hickerson, Wentworth.
Chatham.....	F. M. Williamson, Pittsboro.	Rutherford.....	R. G. Kiser, Salisbury.
Cherokee.....	A. L. Martin, Murphy.	Sampson.....	W. R. Hill, Rutherfordton.
Chowan.....	J. O. Alderman, Edenton.	Scotland.....	L. L. Matthews, Clinton.
Clay.....	T. C. Scroggs, Hayesville.	Stanly.....	E. M. Peele, Laurinburg.
Cleveland.....	J. Y. Irvin, Shelby.	Stokes.....	L. F. Eddins, Palmerville.
Columbus.....	F. T. Wooten, Chadbourn.	Surry.....	J. T. Smith, King.
Craven.....	S. M. Brinson, New Bern.	Swain.....	J. H. Allen, Elkin.
Cumberland.....	B. T. McBryde, Fayetteville.	Tennessee.....	J. M. Smiley, Bryson City.
Currituck.....	W. D. Cox, Currituck.	Tyrrell.....	A. F. Mitchell, Penrose.
Dare.....	James E. Holmes, Manteo.	Union.....	J. S. Spruill, Columbia.
Davidson.....	P. L. Feozor, Lexington.	Vance.....	R. N. Nisbet, Monroe.
Davie.....	F. P. Bradley, Mocksville.	Wake.....	E. M. Rollins, Henderson.
Duplin.....	M. H. Wooten, Kenansville.	Warren.....	Edgar W. Knight, Raleigh.
Durham.....	C. W. Massey, Durham.	Washington.....	H. F. Jones, Warrenton.
Edgecombe.....	Geo. Howard, Jr., Tarboro.	Watauga.....	John W. Darden, Plymouth.
Forsyth.....	W. B. Speas, Winston-Salem.	Wayne.....	Smith Hagaman, Vilas.
Franklin.....	E. L. Best, Louisville.	Wilkes.....	E. T. Atkinson, Goldsboro.
Gaston.....	F. P. Hall, Belmont.	Wilson.....	C. C. Wright, Hunting Creek.
Gates.....	J. H. Lassiter, Gatesville.	Yadkin.....	C. L. Coon, Wilson.
Graham.....	R. P. Jenkins, Stecoah.	Yancey.....	J. T. Reese, Yadkinville.
Granville.....	J. F. Webb, Oxford.		W. O. Griffith, Windom.
Greene.....	J. E. Debnam, Snow Hill.	NORTH DAKOTA.	
Guilford.....	Thos. R. Foust, Greensboro.	Adams.....	Rose Wagner, Hettinger.
Hallfax.....	A. E. Akers, Roanoke Rapids.	Barnes.....	Minnie J. Nielson, Valley City.
Harnett.....	B. P. Gentry, Lillington.	Benson.....	Peter Anderson, Minnewau- kan.
Haywood.....	R. A. Bentell, Waynesville.	Billings.....	Mable I. Rapp, Medora.
Henderson.....	W. S. Shille, Hendersonville.	Bottineau.....	H. E. Layne, Bottineau.
Hertford.....	N. W. Britton, Winton.	Bowman.....	H. O. Saxvik, Bowman.
Hoke.....	J. A. McRae, Raeford.	Burke.....	C. H. Wort, Bowbells.
Hyde.....	W. F. Credle, Swan Quarter.	Burligh.....	W. E. Parsons, Bismarck.
Iredell.....	John F. Mitchell, Statesville.	Cass.....	J. W. Riley, Fargo.
Jackson.....	J. N. Wilson, Cullowhee.	Cavaller.....	Fred J. Reher, Langdon.
Johnston.....	L. T. Royall, Smithfield.	Dickey.....	Mattie Crabtree, Ellendale.
Jones.....	John R. Barker, Trenton.	Divide.....	J. H. Phelps, Crosby.
Lee.....	E. M. Judd, Sanford.	Dunn.....	Lois Vial Sanden, Manning.
Lenoir.....	Joseph Kinsey, Kinston.	Eddy.....	H. H. Maxwell, New Rock- ford.
		Emmons.....	Lester Briggie, Linton.
		Foster.....	Mary K. Beatty, Carrington.
		Golden Valley.....	Mrs. Jessie L. Kinsey, Beach.
		Grand Forks.....	M. Beatrice Johnstone, Grand Forks.
		Grant.....	Mina Aasved, Carson.
		Griggs.....	Tena P. Ragner, Cooperstown.
		Hettinger.....	Shirley Fox, Mott.
		Kidder.....	Adrian Williams, Steele.
		Lamoure.....	Cora E. Sabin, La Moure.
		Logan.....	Sol R. Elliot, Napoleon.
		McHenry.....	A. C. Berg, Towner.
		McIntosh.....	Geo. A. Boeschma, Ashley.
		McKenzie.....	F. J. Staffeak, Sphaer.
		McLean.....	M. C. McCurdy, Washburn.
		Mercer.....	E. D. Goodwin, Stanton.
		Morton.....	H. K. Jensen, Mandan.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
NORTH DAKOTA—continued.		OHIO—continued.	
Mountrail	V. A. Lovell, Stanley.	Marion	W. R. Helstand, Marion.
Nelson	P. J. Iverson, Lakota.	Medina	G. E. Jenks, Medina.
Oliver	F. E. Karges, Center.	Melgs	G. H. Crow, Pomeroy.
Pembina	Charlotte A. Jones, Cavalier.	Mercer	S. Cotterman, Ceina.
Pierce	Sara C. Guss, Rugby.	Miami	L. J. Bennett, Troy.
Ramsey	John A. Haig, Devils Lake.	Monroe	E. C. Felock, Woodfield.
Ransom	C. E. Cavett, Lisbon.	Montgomery	A. A. Maysiles, Dayton.
Reynolds	C. E. Mookne, Mohall.	Morgan	Clarence G. Johnson, McCon-
Richland	Chas. Hanson, Wahpeton.		nalsville.
Rolette	Mrs. Mary K. Packard, Rolla.	Morrow	C. C. Crawford, Mount Gilead.
Sargent	Henry Ulve, Forman.	Muskingum	John S. McGinnis, Zanesville.
Sheridan	E. O. Kleve, McClusky.	Noble	H. L. Bates, Caldwell.
Sioux	L. W. Colebank, Swastika.	Ottawa	A. O. Dehn, Port Clinton.
Slope	H. H. Bond, Amidon.	Paulding	John C. Berg, Paulding.
Stark	C. E. Wark, Dickinson.	Perry	W. J. Banks, New Lexington.
Steele	Aagot Rasen, Sherbrooke.	Pickaway	M. C. Warren, Circleville.
Stutsman	Mary E. McGinnis, James-	Pike	J. D. McKinley, Waverly.
	town.	Portage	E. O. Fore, Ravenna.
Towner	Mamie Sorenson, Cando.	Preble	W. S. Fogarty, Eaton.
Trall	Gurl Wambheim, Hillsboro.	Putnam	G. J. Kelnath, Ottawa.
Walsh	W. J. Hoover, Grafton.	Richland	E. W. Bell, Mansfield.
Ward	W. D. Wendt, Minot.	Ross	A. W. Whetstone, Chillicothe
Wells	Sennev Nertrost, Fessenden.	Sandusky	S. A. Harbourt, Fremont.
Williams	Anna M. Peterson, Williston.	Scioto	Edw. McCowen, Portsmouth
		Seneca	J. E. Sherck, Tiffin.
		Shelby	W. E. Partington, Sidney.
		Stark	J. J. Armstrong, Canton.
		Summit	C. A. Flickinger, Akron.
		Trumbull	J. E. Boetticher, Warren.
		Tuscarawas	Chas. Barthelme, New Phil-
			adelphia.
		Union	D. H. Sellers, Marysville.
		Van Wert	J. A. Greulich, Van Wert.
		Vinton	C. H. Copeland, McArthur.
		Warren	Fletcher Hawk, Lebanon.
		Washington	M. C. Smith, Marietta.
		Wayne	G. U. Baumgardner, Wooster
		Williams	W. A. Selter, Bryan.
		Wood	H. E. Hall, Bowling Green.
		Wyandot	James H. Grove, Upper San-
			dusky.
OHIO.		OKLAHOMA.	
Adams	W. L. Hostetter, West Union.	Adair	R. H. Hicks, Stilwell.
Allen	C. A. Arganbright, Lima.	Alfalfa	Charles C. Wolfe, Cherokee.
Ashland	J. N. Pinkerman, Ashland.	Atoka	J. B. Earle, Atoka.
Ashtabula	H. D. Clarke, Jefferson.	Beaver	Granville T. Ayres, Beaver.
Athens	Alex. Root, Athens.	Beckham	D. P. Lowe, Sayre.
Auglaize	J. H. Hencke, Wapakoneta.	Blaine	Mrs. Lloyd C. Smith, Waton-
Balmont	Geo. M. Pogue, St. Clairsville.		ga.
Brown	E. V. Stephan, Georgetown.	Bryan	R. K. McIntosh, Durant.
Butler	John Schwarz, Hamilton.	Caddo	C. W. Rasure, Anadarko.
Carroll	G. E. Bell, Carrollton.	Canadian	John L. Rice, El Reno.
Champaign	J. C. Near, Urbana.	Carter	G. W. Coffman, Ardmore.
Clark	J. M. Collins, Springfield.	Cherokee	J. Norwood Peterson,
Clermont	H. C. Aultman, Batavia.		quah.
Clinton	J. L. Cadwallader, Wilming-	Choctaw	J. T. Reed, Hugo.
	ton.	Cimarron	Mrs. Zilpha French, Boj-
Columbiana	John W. Moore, Lisbon.		City.
Coshocton	L. C. Shaw, Coshocton.	Cleveland	W. R. Clark, Norman.
Crawford	F. G. Bittkofer, Bucyrus.	Coal	J. M. Cusenberry, Coalgate.
Cuyahoga	A. G. Yawberg, Cleveland.	Comanche	J. A. Johnson, Lawton.
Darke	C. A. Wilt, Greenville.	Cotton	J. Whit Johnson, Walter.
Defiance	W. W. Heater, Defiance.	Craig	Tom W. Smith, Vinita.
Delaware	Paul M. Lybarger, Delaware.	Creek	S. O. Henshaw, Sapulpa.
Erie	R. E. Offenbauer, Sandusky.	Custer	Fred E. La Rue, Arapaho.
Fairfield	C. C. Miller, Lancaster.	Delaware	Clark Bell, Jay.
Fayette	O. S. Nelson, Washington	Dewey	Gertrude Thomas, Taloga.
	Court House.	Ellis	Mrs. L. M. Lee, Arnett.
Franklin	Wm. S. Coy, Columbus.	Garfield	Jas. W. Tyler, Enid.
Fulton	C. D. Perry, Wauseon.	Garvin	W. Cromwell, Paris Valley.
Gallia	Wayne Lutz, Gallipolis.	Grady	M. H. Shepard, Chickasha.
Geauga	Harold Ryder, Chardon.	Grant	John W. Williams, Medford
Greene	F. M. Reynolds, Xenia.	Greer	M. C. Butler, Mangum.
Guernsey	W. G. Wolfe, Cambridge.	Harmon	Harry C. Hicks, Hollis.
Hamilton	Pliny A. Johnston, Cincinnati.	Harper	W. D. Drake, Buffalo.
Hancock	A. J. Nowlan, Findlay.	Haskell	J. J. Powell, Stigler.
Hardin	F. P. Allyn, Kenton.	Hughes	V. H. Durham, Holdenville
Harrison	G. E. Roche, Cadiz.	Jackson	W. T. Clark, Altus.
Henry	W. T. Hatcher, Napoleon.		
Highland	W. H. Vance, Hillsboro.		
Hocking	W. C. Brashares, Logan.		
Holmes	F. H. Close, Millersburg.		
Huron	O. C. Minnich, Norwalk.		
Jackson	M. A. Henson, Jackson.		
Jefferson	W. I. Everson, Steubenville.		
Knox	F. F. Alligre, Mount Vernon.		
Lake	W. H. Kendall, Painesville.		
Lawrence	L. C. Martin, Ironton.		
Licking	N. D. O. Wilson, Newark.		
Logan	E. A. Bell, Bellefontaine.		
Lorain	W. A. Hiscox, Elyria.		
Lucas	J. W. Whitmer, Toledo.		
Madison	L. C. Dick, London.		
Mahoning	erome Hull, Youngstown.		

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
OKLAHOMA—contd.		OREGON—contd.	
Jefferson.....	J. M. Dyer, Waurika.	Umatilla.....	I. E. Young, Pendleton.
Johnston.....	W. W. Van Noy, Tishomingo.	Union.....	Mrs. A. E. Ivanhoe, La Grande.
Kay.....	A. D. Kersey, Newkirk.	Wallawa.....	J. C. Conley, Enterprise.
Kingfisher.....	Mrs. Sara Liston, Kingfisher.	Wasco.....	C. T. Bonney, The Dalles.
Kiowa.....	J. B. Hendrix, Hobart.	Washington.....	N. A. Frost, Hillsboro.
Latimer.....	W. B. Morrison, Wilburton.	Wheeler.....	H. J. Simmons, Fossil.
Le Flore.....	J. Arthur Skinner, Poteau.	Yamhill.....	S. S. Duncan, McMinnville.
Lincoln.....	O. W. Bass, Chandler.		
Logan.....	Margaret Doolittle, Guthrie.	PENNSYLVANIA.	
Love.....	Martha Daves, Marietta.	Adams.....	H. Milton Roth, Gettysburg.
McClain.....	Beatrice Ward, Purcell.	Allegheny.....	Saml. Hamilton, Wilkinsburg.
McCurtain.....	L. N. Gray, Idabel.	Armstrong.....	C. M. Hellman, Kittanning.
McIntosh.....	R. J. Mullins, Eufaula.	Beaver.....	David C. Locke, Beaver.
Major.....	Loisess Specht, Fairview.	Bedford.....	Lloyd H. Hinkle, Bedford.
Marshall.....	J. R. McClendon, Madill.	Berks.....	E. M. Rapp, Reading.
Mayes.....	Carlotta Archer, Pryor.	Blair.....	T. S. Davis, Altoona.
Murray.....	Nola R. Hill, Sulphur.	Bradford.....	L. J. Russell, Towanda.
Muskogee.....	W. A. Battles, Muskogee.	Bucks.....	J. H. Hoffman, Doylestown.
Noble.....	Geo. F. Dennis, Perry.	Butler.....	F. A. McClung, Butler.
Nowata.....	E. R. Bell, Nowata.	Cambria.....	M. S. Bents, Ebensburg.
Oklfuskee.....	Geo. F. Durham, Okemah.	Cameron.....	C. E. Plasterer, Emporium.
Oklahoma.....	Mrs. Anna Burks-Love, Oklahoma.	Carbon.....	J. J. Bevan, Mauch Chunk.
Okmulgee.....	R. G. Creekmore, Okmulgee.	Center.....	D. O. Etters, State College.
Osage.....	John H. Porter, Pawhuska.	Chester.....	Thomas A. Bock, Westchester.
Ottawa.....	J. M. Rowley, Miami.	Clarion.....	N. E. Heeter, Clarion.
Pawnee.....	Leo B. Smith, Pawnee.	Clearfield.....	Cyrus A. Weisgarber, Clearfield.
Payne.....	Mrs. Grace F. Horner, Stillwater.	Clinton.....	I. N. McCloakey, Lock Haven.
Pittsburg.....	T. T. Lewis, McAlester.	Columbia.....	Wm. W. Evans, Bloomsburg.
Pontotoc.....	A. Floyd, Ada.	Crawford.....	P. D. Blair, Meadville.
Pottawatomie.....	H. M. Fowler, Tecumseh.	Cumberland.....	J. Kelso Green, Carlisle.
Pushmataha.....	W. C. Payne, Antlers.	Dauphin.....	Frank E. Shambaugh, Lykens.
Roger Mills.....	W. A. Adams, Cheyenne.	Delaware.....	A. G. C. Smith, Media.
Rogers.....	A. K. Ross, Claremore.	Elk.....	J. W. Sweeney, St. Marys.
Seminole.....	S. S. Glines, Wewoka.	Erie.....	I. H. Russell, North East.
Sequoyah.....	Fred Mershon, Sallisaw.	Fayette.....	John S. Carroll, Uniontown.
Stephens.....	J. A. Carnes, Duncan.	Forest.....	J. O. Carson, Tionesta.
Texas.....	F. P. Stults, Guymon.	Franklin.....	L. E. Smith, Chambersburg.
Tillman.....	T. O. Davis, Frederick.	Fulton.....	J. Emery Thomas, McConnellsburg.
Tulsa.....	Mrs. Minette Hedges, Tulsa.	Greene.....	H. D. Freehand, Waynesburg.
Wagoner.....	Mrs. Fern H. Sizer, Wagoner.	Huntingdon.....	L. E. Boyer, Huntingdon.
Washington.....	Helen L. Dunaway, Bartlesville.	Indiana.....	J. F. Chapman, Indiana.
Washita.....	Albert Eaton, Cordell.	Jefferson.....	L. Mayne Jones, Brookville.
Woods.....	H. P. Bruce, Alva.	Junata.....	C. E. Kauffman, McAlisterville.
Woodward.....	W. L. Pittman, Woodward.	Lackawanna.....	J. C. Taylor, Scranton.
OREGON.		Lancaster.....	Daniel Fleisher, Lancaster.
Baker.....	Elmetta Bailey, Baker.	Lawrence.....	R. G. Leslie, New Castle.
Benton.....	R. E. Cannon, Corvallis.	Lebanon.....	John W. Snook, Lebanon.
Clackamas.....	J. E. Calavan, Oregon City.	Lehigh.....	Alvin Rupp, Allentown.
Clatsop.....	O. H. Byland, Astoria.	Luzerne.....	F. P. Hopper, Wilkes-Barre.
Columbia.....	J. W. Allen, St. Helens.	Lycoming.....	G. B. Milnor, Muncy.
Cook.....	R. E. Baker, Coquille.	McKean.....	C. W. Lillibridge, Smethport.
Crook.....	J. E. Myers, Prineville.	Mercer.....	H. E. McConnell, Mercer.
Curry.....	W. M. Kent, Gold Beach.	Mifflin.....	Lawrence Ruble, McVeytown.
Deschutes.....	J. Alton Thompson, Bend.	Monroe.....	Frank Koehler, Stroudsburg.
Douglas.....	O. C. Brown, Roseburg.	Montgomery.....	J. H. Landis, Norristown.
Gilliam.....	J. C. Sturgill, Condon.	Montour.....	C. W. Derr, Washingtonville.
Grant.....	D. W. Austen, Hamilton.	Northampton.....	Geo. A. Grim, Nazareth.
Harney.....	Mrs. Frances Clark, Burns.	Northumberland.....	I. H. Mauser, Sunbury.
Hood River.....	L. B. Gibson, Hood River.	Pike.....	D. A. Kline, New Bloomfield.
Jackson.....	G. W. Ager, Jacksonville.	Potter.....	L. Westbrook, Matamoras.
Jefferson.....	Mrs. Lillian Watts, Madras.	Schuykill.....	R. O. Welfing, Coudersport.
Josephine.....	Mrs. Alice M. Bacon, Grants Pass.	Snyder.....	L. Seltzer, Pottsville.
Klamath.....	Edna I. Wells, Klamath Falls.	Somerset.....	T. A. Stetler, Middleburg.
Lake.....	C. E. Oliver, Lakeview.	Sullivan.....	D. W. Seibert, Somerset.
Lane.....	E. J. Moore, Eugene.	Susquehanna.....	Harry R. Henning, Lopez.
Lincoln.....	R. P. Goin, Toledo.	Tioga.....	Geo. A. Stearns, Kingsley.
Linn.....	Mrs. Ida M. Cummings, Albany.	Union.....	E. A. Retan, Mansfield.
Malheur.....	Fay Clark, Vale.	Venango.....	Wm. W. Spiegelmyer, Mifflinburg.
Marion.....	W. M. Smith, Salem.	Warren.....	D. W. Armstrong, Franklin.
Morrow.....	Mrs. Lena S. Shurtz, Heppner.	Washington.....	C. S. Knapp, Warren.
Multnomah.....	W. C. Alderson, Portland.	Wayne.....	L. R. Crumrine, Washington.
Polk.....	Fred S. Crowley, Dallas.	Westmoreland.....	J. J. Koehler, Honesdale.
Sherman.....	F. E. Fagan, Moro.	Wyoming.....	Robt. C. Shaw, Greensburg.
Tillamook.....	G. B. Lamb, Tillamook.	York.....	John E. Morgan, Tunkhannock.
			C. W. Stine, York.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

Division.	Superintendent.	Division.	Superintendent.
PHILIPPINE ISLANDS.¹		Department of Mindanao and Sulu—Continued.	
Albay.....	Thos. H. Cassidy, Albay.	Bukidnon.....	George C. Kindley (acting), Malaybalay.
Antique.....	Geo. W. Satterthwaite, San Jose.	Cotabato.....	Arthur E. Harpst, Cotabato.
Bataan.....	Honorio Poblador, Balanga.	Davao.....	W. Ernest Crowe, Davao.
Batangas.....	H. S. Townsend, Batangas.	Lanao.....	John J. Heffington, Dansalan.
Bohol.....	Oscar H. Charles, Tagbilaran.	Sulu.....	Egbert M. Smoyer, Jolo.
Bulacan.....	R. L. Barron, Malolos.	Zamboanga.....	Alva M. Templeton, Zamboanga.
Cagayan.....	J. C. Scott, Tuguegarao.		
Camarines.....	Benjamin Levin, Naga.		
Capiz.....	F. E. Hemenway (acting), Capiz.	PORTO RICO.²	
Cavite.....	W. S. Fickes, Cavite.	San Juan.....	Geo. V. Keelan.
Cebu.....	Howard Long, Cebu.	Rio Piedras.....	Oecil E. Stevens.
Iloos Norte.....	Hugh S. Mead, Laoag.	Carolina.....	Beatris Lassalle.
Iloos Sur.....	Edw. J. Murphy, Vigan.	Rio Grande.....	Wm. F. Littlefield.
Iloilo.....	C. W. Franks, Iloilo.	Fajardo.....	Charles E. Miner.
Isabela.....	Alexander M. Wiley (acting), Iligan.	Naguabo.....	Valeriano Flores.
Leguna.....	H. M. Wagenblass, Santa Cruz.	Humacao.....	Marshall D. Rice.
Leyte.....	R. G. McLeod, Tacloban.	Yabucoa.....	Bernardo Huyke.
Manila.....	James F. Scouler, Manila.	Arroyo.....	Ismael Maldonado.
Mindoro.....	Antonio Nera (acting), Calapan.	Juncos.....	Celestino Benítez.
Misamis.....	C. A. Belknap (acting), Cagayan.	Caguas.....	J. P. Blanco.
Mountain.....	C. Skattebol, Baguio.	Guayama.....	Cecilio Torres Reyes.
Nueva Ecija.....	C. D. Whipple, Cabanatuan.	Salinas.....	Juan E. Castillo.
Nueva Vizcaya.....	C. E. Hove, Bayombong.	Cayey.....	Manuel Negrón Collazo.
Occ. Negros.....	Ralph H. Warsley (acting), Bacolod.	Comerio.....	Samuel D. W. Mills.
Or. Negros.....	L. P. Willis (acting), Dumagueta.	Alfonito.....	Servando Rabalme.
Palawan.....	Robert Clanson, Cuyo.	Barros.....	Don W. Snow.
Pampanga.....	B. J. Wright, San Fernando.	Coamo.....	Harold S. Corlett.
Pangasinan.....	A. W. Cain, Lingayen.	Juana Dias.....	Charles J. Kelley.
Risal.....	Frederick J. Waters, Pasig.	Ponce.....	M. A. Ducout.
Samar.....	Jean B. Graham, Catbalogan.	Guayanilla.....	F. Rodríguez López.
Sorsogon.....	W. B. Beard, Sorsogon.	Yauco.....	Francisco Viscarrondo.
Surigao.....	Geo. M. Egan (acting), Surigao.	San German.....	Judson U. McGuire.
Tarlac.....	A. C. Derkum, Tarlac.	Cabo Rojo.....	Alan H. Lynch.
Tayabas.....	Camilo Osias, Lucena.	Mayaguez.....	Richard B. Barlow.
Union.....	Boy K. Gilmore, San Fernando.	Maricao.....	Pedro P. Arán.
Zambales.....	Walter K. Perrett (acting), Iba.	Anasao.....	James W. Coddington.
Department of Mindanao and Sulu.		Lares.....	Clarence J. Walsh.
Department superintendent.		San Sebastian.....	Juliet A. Casey.
Agusan.....	G. W. Caulkins, Zamboanga.	Aguadilla.....	Luis A. Iriazary.
	Charles S. Crowther (acting), Butuan.	Isabela.....	Carlos Rivera Ufret.
		Utahdo.....	José C. Rosario.
		Adjuntas.....	Zolio Gracia.
		Carmay.....	Daniel F. Lynch.
		Arecibo.....	Manuel G. Nin.
		Manati.....	Jos. C. Morin.
		Ciales.....	Luis Padilla.
		Vega Baja.....	Victor M. Suárez.
		Corozal.....	Engenio J. Vivas.
		Tor. Baja.....	José B. Fontanes.
		Bayamon.....	Elmer J. Bunting.
Town.	Superintendent.	Town.	Superintendent.
RHODE ISLAND.³		RHODE ISLAND—continued.	
Barrington.....	Chester R. Shaw, Barrington.	Middletown.....	Joel Peckham, Aquidneck.
Charlestown.....	S. Hussey Reed, Westerly.	Narragansett.....	William A. Brady, Narragansett Pier.
East Greenwich.....	I. C. Phillips, East Greenwich.	New Shoreham.....	Walter E. Young, Block Island.
Exeter.....	George E. Mosney, Liberty.	North Smithfield.....	Edgar F. Hamlin, M. D., Slatersville.
Foster.....	Richard D. Tucker, Foster Center.	Richmond.....	Charles J. Greene, Kenyon.
Gloicester.....	Irving C. Mitchell, Greenville.	Tiverton.....	Grace M. Coyne, Tiverton.
Hopkinton.....	S. Hussey Reed, Westerly.	West Greenwich.....	Joseph Rose, Washington.
Jamestown.....			
Little Compton.....	J. Webster Coombs, Little Compton.		

¹ Division superintendents.² District supervisors. Place named is headquarters of supervisor.³ Town superintendents.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
SOUTH CAROLINA.		SOUTH DAKOTA—continued.	
Abbeville.....	W. J. Evans, Abbeville.	Hamlin.....	Elliot A. Parker, Hayti.
Aiken.....	H. R. Chapman, Aiken.	Hand.....	Jessie Moncur, Miller.
Anderson.....	J. B. Felton, Anderson.	Hanson.....	Jessie Robertson, Alexandria.
Bamberg.....	R. W. D. Rowell, Bamberg.	Harding.....	Minnie E. Stegner, Buffalo.
Barnwell.....	H. J. Crouch, Barnwell.	Hughes.....	Daisy Solberg, Pierre.
Beaufort.....	W. M. Steinmeyer, Beaufort.	Hutchinson.....	Benj. Kaufmann, Freeman.
Berkeley.....	I. B. Marabe, Moncks Corner.	Hyde.....	Pauline D. Gray, Highmore.
Calhoun.....	A. P. Bruner, St. Matthews.	Jackson.....	L. S. Du Bois, Kadoka.
Charleston.....	H. H. McCarley, Charleston.	Jerauld.....	Ruby C. Bromwell, Westing-
Cherokee.....	W. C. McArthur, Gaffney.		ton Springs.
Chester.....	W. D. Knox, Chester.	Jones.....	L. M. Powers, Murdo.
Chesterfield.....	J. A. Knight, Chesterfield.	Kingsbury.....	A. A. Coulson, De Smet.
Clarendon.....	E. J. Browne, Manning.	Lake.....	Alice Rippe, Madison.
Colleton.....	H. S. Strickland, Walterboro.	Lawrence.....	Nellie Warren, Deadwood.
Darlington.....	D. I. Lewis, Darlington.	Lincoln.....	H. M. Dale, Canton.
Dillon.....	R. S. Rogers, Dillon.	Lyman.....	Ben Bower, Oscoma.
Dorchester.....	J. A. Parler, St. George.	McCook.....	Laura Bouchie, Salem.
Edgefield.....	W. W. Fuller, Edgefield.	McPherson.....	W. K. Bishop, Leola.
Fairfield.....	W. W. Turner, Winnsboro.	Marshall.....	Jessie Stewart, Britton.
Florence.....	A. H. Gasque, Florence.	Meade.....	Harry L. Smith, Sturgis.
Georgetown.....	J. W. Doar, Georgetown.	Melletta.....	T. H. Greene, White River.
Greenville.....	M. C. Barton, Greenville.	Miner.....	Edmund Steele, Howard.
Greenwood.....	T. E. Dorn, Greenwood.	Minnehaha.....	Mrs. Anna M. Eddy, Sioux
Hampton.....	J. W. Rouse, Hampton.		Falls.
Horry.....	M. J. Bullock, Conway.	Moody.....	Alice Coonrod, Flandrean.
Jasper.....	S. B. Owens, Ridgeland.	Pennington.....	Adella S. Beach, Rapid City.
Kershaw.....	I. J. McKendie, Camden.	Perkins.....	A. A. Hale, Bison.
Lancaster.....	V. A. Lingle, Lancaster.	Potter.....	Margaret Briscoe, Gettysburg.
Laurens.....	J. H. Sullivan, Laurens.	Roberts.....	J. W. Thomas, Sisseton.
Lee.....	J. T. Munnerlyn, Bishopville.	Sanborn.....	A. J. Smalley, Woonsocket.
Lexington.....	A. D. Martin, Lexington.	Spink.....	E. H. Kahl, Redfield.
McCormick.....	T. J. Price, McCormick.	Stanley.....	Roberta Smith, Fort Pierre.
Marion.....	S. J. Wall, Marion.	Sully.....	Jesse T. Hayes, Onida.
Marlboro.....	A. L. Easterling, Bennetts-	Tripp.....	Mrs. Sadie Brownlow, Win-
	ville.		ner.
Newberry.....	C. M. Wilson, Newberry.	Turner.....	Nellie I. Appleby, Parker.
Oconee.....	Thomas A. Smith, Walhalla.	Union.....	Alice A. Tolleson, Elk Point.
Orangeburg.....	L. W. Livingston, Orange-	Walworth.....	E. H. Noteboom, Selby.
	burg.	Yankton.....	Geo. A. Clark, Yankton.
Pickens.....	F. V. Clayton, Pickens.	Ziebach.....	Walter R. Menzel, Dupree.
Richland.....	O. D. Seay, Columbia.		
Saluda.....	F. O. Black, Saluda.	TENNESSEE.	
Spartanburg.....	B. S. Haynes, Spartanburg.	Anderson.....	W. H. Miller, Clinton.
Sumter.....	J. H. Haynesworth, Sumter.	Bedford.....	Louis Wilhoite, Shelbyville.
Union.....	Jas. H. Hope, Union.	Benton.....	E. J. Clement, Camden.
Williamsburg.....	J. V. McElveen, Kingstree.	Bledsoe.....	John M. Gerren, Pikeville.
York.....	J. E. Carroll, York.	Blount.....	Nancy Lee Broady, Maryville.
		Bradley.....	S. Y. Adcock, Cleveland.
		Campbell.....	Joe Jennings, Jacksonboro.
		Cannon.....	W. H. Finley, Woodbury.
		Carroll.....	D. T. Barnhill, Huntingdon.
		Carter.....	J. R. Ritchie, Elizabethton.
		Cheatham.....	P. H. Duke, Ashland City.
		Chester.....	N. B. Hardean, Henderson.
		Claiborne.....	R. L. Sharp, Tazewell.
		Clay.....	B. C. Ledbetter, Willow
			Grove.
		Cocks.....	O. L. McMahan, Newport.
		Coffee.....	J. H. Leming, Manchester.
		Crockett.....	T. E. Lowery, Alamo.
		Cumberland.....	J. S. Cline, Crossville.
		Davidson.....	W. C. Dodson, Nashville.
		Decatur.....	Geo. L. Wortham, Decatur-
			ville.
		Dekalb.....	Emmons Givan, Liberty.
		Dickson.....	R. E. Corlew, Charlotte.
		Dyer.....	R. M. Grills, Dyersburg.
		Fayette.....	W. T. Loggins, Somerville.
		Fentress.....	W. E. Storie, Jamestown.
		Franklin.....	W. J. Arnold, Winchester.
		Gibson.....	W. E. Cummings, Tranton.
		Giles.....	B. H. Gantney, Pulaski.
		Granger.....	H. G. Farmer, Rutledge.
		Greene.....	Joel N. Pierce, Greeneville.
		Grundy.....	J. L. Rollins, Altamont.
		Hamilton.....	W. S. Ivey, Morristown.
		Hancock.....	J. W. Abel, Chattanooga.
		Hardeman.....	George Jaynes, Sneedville.
			J. D. Turner, Bolivar.
SOUTH DAKOTA.			
Aurora.....	Elva Howey, Plankinton.		
Beadle.....	Hortense Babbitt, Huron.		
Bennett.....	Clara Parlasca, Martin.		
Bon Homme.....	J. W. Whiting, Tyndall.		
Brookings.....	Herbert Blakely, Brookings.		
Brown.....	R. N. Axford, Aberdeen.		
Brule.....	Evelina Rossmann, Chamber-		
	lain.		
Buffalo.....	Julia Hart, Gann Valley.		
Butte.....	Mae Scotney, Bellefourche.		
Campbell.....	W. A. Bentley, Mound City.		
Charles Mix.....	Ruth E. Sabin, Lake Andes.		
Clark.....	Katie Sprague, Clark.		
Clay.....	F. Belle Conroy, Vermillion.		
Codington.....	Sara Reeve, Watertown.		
Corson.....	Frances Delaney, McIntosh.		
Custer.....	Ethel Montgomery, Custer.		
Davison.....	Emma McClintock, Mitchell.		
Day.....	Ira Howell, Webster.		
Deuel.....	A. W. Munson, Clear Lake.		
Dewey.....	J. A. G. Smith, Timber Lake.		
Douglas.....	Geo. E. Sanders, Armour.		
Edmunds.....	Lillian Theil, Ipswich.		
Fall River.....	Helen Brelsford, Hot Springs.		
Faulk.....	Mrs. Susie P. Swartout,		
	Faulkton.		
Grant.....	Sidney Barriclow, Milbank.		
Gregory.....	K. H. Cressman, Burke.		
Haakon.....	Jennie O'Neal, Philip.		

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
TENNESSEE—contd.		TEXAS—continued.	
Hardin.....	J. C. Smith, Sardis.	Bee.....	Patti Reagan, Beeville.
Hawkins.....	Roy Myers, Rogersville.	Bell.....	P. L. Stone, Belton.
Haywood.....	F. R. Ogilvie, Brownsville.	Bexar.....	P. F. Stewart, San Antonio.
Henderson.....	O. E. Holmes, Lexington.	Blanco.....	Wm. Martiny, Johnson City.
Henry.....	Joe Routon, Paris.	Borden.....	C. E. Reeder, Gail.
Hickman.....	Herman Pratt, Centerville.	Bosque.....	H. C. Powell, Meridian.
Houston.....	D. J. McAuley, Erin.	Bowie.....	C. A. Bonham, Boston.
Humphreys.....	W. H. Knight, Waverly.	Brasoria.....	R. E. Sebring, Angleton.
Jackson.....	W. L. Dixon, Gainesboro.	Brasos.....	W. L. Powers, Bryan.
James.....	W. H. Roark, Ooltewah.	Brewster.....	A. M. Turney, Alpine.
Jefferson.....	R. C. McAndrew, Dandridge.	Briscoe.....	C. B. Richards, Silvertown.
Johnson.....	J. L. Shoun, Mountain City.	Brooks.....	J. A. Brooks, Falfurrias.
Knox.....	W. L. Stooksbury, Knoxville.	Brown.....	R. A. McLesky, Brownwood.
Lake.....	Thurman McCain, Tiptonville.	Burleson.....	T. A. Schoppe, Caldwell.
Landerdale.....	G. G. McLeod, Ripley.	Burnet.....	J. R. Smith, Burnet.
Lawrence.....	Napoleon Lumpkin, Lawrenceburg.	Caldwell.....	John N. Gambrell, jr., Lockhart.
Lewis.....	John A. White, Hohenwald.	Calhoun.....	F. M. Dudgeon, Port Lavaca.
Lincoln.....	Jesse Hardin, Fayetteville.	Callahan.....	S. E. Settle, Balld.
Loudon.....	J. T. Henderson, Loudon.	Cameron.....	J. J. Callaway, Brownsville.
McMinn.....	Austin Hanks, Athens.	Camp.....	W. N. Tucker, Pittsburg.
McNairy.....	A. H. Grantham, Bethel Springs.	Carson.....	A. Callaghan, Panhandle.
Macon.....	O. G. Davis, Lafayette.	Cass.....	R. H. Harvey, Linden.
Madison.....	W. A. Malone, Jackson.	Castro.....	B. D. Woodlee, Dimmitt.
Marion.....	D. A. Tate, South Pittsburg.	Chambers.....	W. B. Gordon, Anahuac.
Marshall.....	J. G. Stinson, Lewisburg.	Cherokee.....	O. T. Brown, Rusak.
Maury.....	Jno. P. Graham, Culleoka.	Childress.....	H. V. Vernon, Childress.
Meigs.....	J. H. Bennett, Decatur.	Clay.....	J. R. Carter, Henrietta.
Monroe.....	A. C. Watson, Madisonville.	Cochran.....	Roscoe Wilson.
Montgomery.....	A. W. Jobe, Clarksville.	Coke.....	D. I. Durham, Robert Lee.
Moore.....	Cora Wiseman, Lynchburg.	Coleman.....	J. C. Griffin, Coleman.
Morgan.....	E. R. Williams, Wartburg.	Collin.....	W. S. Smith, McKinney.
Obion.....	B. A. Vaughn, Union City.	Collingsworth.....	A. C. Nicholson, Wellington.
Overton.....	Geo. O. Lea, Livingston.	Colorado.....	B. H. Meinert, Columbus.
Perry.....	R. H. Gray, Beardstown.	Comanche.....	Adolf Stein, New Braunfels.
Pickett.....	W. J. Babb, Byrdstown.	Comcho.....	Mrs. J. E. Deely, Comanche.
Polk.....	W. B. Rucker, Benton.	Cooke.....	Jas. E. Howze, Paint Rock.
Putnam.....	J. M. Hatfield, Cookeville.	Coryell.....	F. J. Clement, Gainesville.
Rhea.....	Wm. Hilleary, Dayton.	Cottle.....	J. C. McKelvy, Gatesville.
Roane.....	D. S. Tanner, Kingston.	Crockett.....	W. O. Jones, Paducah.
Robertson.....	O. H. Bernard, Springfield.	Crosby.....	C. E. Davidson, Ozona.
Rutherford.....	W. N. Elroi, Murfreesboro.	Culberson.....	Pink L. Parrish, Crosbyton.
Scott.....	W. W. Walker, Huntsville.	Dallam.....	J. C. Hunter, Van Horn.
Sequatchie.....	W. V. Frelley, Dunlap.	Dallas.....	Lawrence Ashby, Dalhart.
Sevier.....	A. O. De Lozier, Sevierville.	Dawson.....	B. M. Hudspeth, Dallas.
Shelby.....	Miss Charl Williams, Memphis.	Deaf Smith.....	J. E. Garland, Lamesa.
Smith.....	Lee Huffines, Carthage.	Delta.....	J. A. Hughes, Hereford.
Stewart.....	W. C. Howell, Dover.	Denton.....	W. B. Wheeler, Cooper.
Sullivan.....	J. C. Akard, Blountville.	De Witt.....	L. H. Edwards, Denton.
Sumner.....	T. W. Hunter, Gallatin.	Dickens.....	L. G. Covey, Guero.
Tipton.....	H. H. Robison, Covington.	Dimmitt.....	Walter L. Powell, Dickens.
Trousdale.....	T. B. Woodmore, Hartsville.	Donley.....	J. O. Rouse, Carrizo Springs.
Unicoi.....	Lizzie Roberts, Erwin.	Duval.....	J. H. O'Neal, Clarendon.
Union.....	V. W. Palmer, Sharps Chapel.	Eastland.....	J. F. Clarkson, San Diego.
Van Buren.....	H. E. Scott, Spencer.	Ector.....	R. E. Sikes, Eastland.
Warren.....	E. B. Etter, McMinnville.	Edwards.....	E. V. Graham, Odessa.
Washington.....	J. C. Berry, Jonesboro.	Ellis.....	A. P. Allison, Rock Springs.
Wayne.....	Jno. W. Gallien, Waynesboro.	El Paso.....	W. S. Ely, Waxahatchee.
Weakley.....	F. Y. Fuqua, Dresden.	Erath.....	Myra Winkler, El Paso.
White.....	J. W. McPeak, Sparta.		Maud Cunningham, Stephenville.
Williamson.....	Fred J. Page, Franklin.		G. A. Pringle, Marlin.
Wilson.....	B. Y. Neal, Watertown.		Frank Young, Bonham.
TEXAS.			G. A. Sterling, La Grange.
Anderson.....	E. F. Rollins, Palestine.		W. C. Martin, Roby.
Andrews.....	T. M. Smith, Andrews.		E. P. Thompson, Floydada.
Angelina.....	J. O. Satterwhite, Lufkin.		G. L. Burk, Crowell.
Aransas.....	F. Stevens, Rockport.		Herman Beyer, Richmond.
Archer.....	J. S. Melugin, Archer City.		O. L. Reeves, Mount Vernon.
Armstrong.....	H. L. Mobley, Claude.		Carl Willford, Fairfield.
Atascosa.....	H. D. Rhode, Jourdanton.		A. J. Cook, Pearsall.
Austin.....	L. H. Baron, Bellville.		T. O. Stark, Seminole.
Bailey.....	B. D. Woodlee, Dimmitt.		T. B. Blackstone, Galveston.
Bandera.....	Sam O'Bryant, Bandera.		A. H. Anderson, Post City.
Bastrop.....	Nat G. Mitchell, Bastrop.		A. H. Kneese, Fredericksburg.
Baylor.....	T. J. North, Seymour.		C. W. Cunningham, Garden City.
			G. M. Jones, Goliad.
			J. C. Cochran, Gonzales.
			T. M. Wolfe, Lefors.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
TEXAS—continued.		TEXAS—continued.	
Grayson.....	J. A. Giles, Sherman.	Montague.....	I. B. Williams, Montague.
Gregg.....	Walter E. Jones, Longview.	Montgomery.....	Beale Smith, Conroe.
Grimes.....	M. A. McDonald, Anderson.	Moore.....	J. W. Fox, Dumas.
Guadalupe.....	J. F. Sagerst, Seguin.	Morris.....	G. E. Shive, Dumasfield.
Hale.....	Charles Clement, Plainview	Motley.....	A. B. Crane, Matador.
Hall.....	M. E. McNally, Memphis.	Nacogdoches.....	G. B. Layton, Nacogdoches.
Hamilton.....	A. T. Jones, Hamilton.	Navarro.....	J. B. Davis, Corsicana.
Hansford.....	S. B. Hale, Hansford.	Newton.....	J. B. Stripling, Newton.
Hardeman.....	L. M. Davis, Quanah.	Nolan.....	A. D. Ellis, Sweetwater.
Hardin.....	R. P. Gibbs, Kountze.	Nueces.....	Nat Benton, Corpus Christi.
Harris.....	L. L. Pugh, Houston.	Ochiltree.....	R. T. Carroll, Ochiltree.
Harrison.....	C. W. Le Grone, Marshall.	Oldham.....	Wm. Ballfour, Tascosa.
Hartley.....	J. H. Phillips, Channing.	Orange.....	Allie Bland, Orange.
Haskell.....	J. R. Hutto, Haskell.	Palo Pinto.....	E. L. Pitts, Palo Pinto.
Hays.....	John H. Saunders, San Marcos.	Panola.....	R. E. Carwell, Carthage.
Hemphill.....	J. L. Jennings, Canadian.	Parker.....	W. V. Shadle, Weatherford.
Henderson.....	W. R. Thomas, Athens.	Parmer.....	James D. Hamlin, Farwell.
Hidalgo.....	J. S. Bunn, Edinburg.	Pecos.....	Howell Johnson, Fort Stock-
Hill.....	Leon Culbertson, Hillsboro.		ton.
Hockley.....	Roscoe Wilson, Lubbock.	Polk.....	J. H. Taylor, Livingston.
Hood.....	W. L. Dean, Granbury.	Potter.....	W. C. Gee, Amarillo.
Hopkins.....	Dan J. Thompson, Sulphur	Presidio.....	W. M. Ellison, Maria.
	Spring.	Rains.....	W. B. Rabb, Emory.
Houston.....	Jno. N. Snell, Crockett.	Randall.....	A. R. Fleisher, Canyon.
Howard.....	S. E. Penix, Big Springs.	Reagan.....	W. W. Pittman, Stiles.
Hunt.....	E. P. Thomas, Greenville.	Real.....	D. D. Thompson, Leakey.
Hutchison.....	C. Travis, Plemmons.	Red River.....	S. E. Clark, Clarksville.
Irion.....	W. F. Fikes, Sherwood.	Reeves.....	Jas. F. Ross, Pecos.
Jack.....	J. W. Fulcher, Jacksboro.	Refugio.....	Leslie Adkins, Refugio.
Jackson.....	W. W. McCrary, Edna.	Roberts.....	J. E. Kinney, Miami.
Jasper.....	B. T. Withers, Jasper.	Robertson.....	Clara Story, Franklin.
Jeff Davis.....	W. J. Ward, Fort Davis.	Rockwall.....	J. W. Reese, Rockwall.
Jefferson.....	Homer C. Daniel, Beaumont.	Runnels.....	E. L. Hagan, Ballinger.
Jim Hogg.....	A. M. Brumfield, Hebbbron-	Rusk.....	G. C. Padgett, Henderson.
	ville.	Sabine.....	Jno. Harper, Hemphill.
Jim Wells.....	T. L. Barnhouse, Alice.	San Augustine.....	Wilke E. Mathews, San Au-
Johnson.....	G. S. Tomas, Cleburne.		gustine.
Jones.....	C. L. Pritchard, Anson.	San Jacinto.....	Wm. McMurrey, Cold Springs.
Karnes.....	L. P. Lightsey, Karnes City.	San Patricio.....	C. E. Wade, Sinton.
Kaufman.....	Florence Conner, Kaufman.	San Saba.....	Dor W. Brown, San Saba.
Kendall.....	J. W. Lawhon, Boerne.	Schleicher.....	Geo. M. Brown, Eldorado.
Kent.....	B. P. Vardiman, Claitremont.	Scurry.....	B. D. Black, Snyder.
Kerr.....	Lee Wallace, Kerrville.	Shackelford.....	J. A. King, Albany.
Kimble.....	J. B. Randolph, Junction	Shelby.....	J. B. Hammer, Center.
	City.	Sherman.....	J. W. Elliott, Stratford.
King.....	J. F. Witherspoon, Guthrie.	Smith.....	E. J. Burns, Tyler.
Kinney.....	Joseph Veltman, Brackett-	Somervell.....	S. G. Tankersley, Glen Rose.
	ville.	Starr.....	Sam P. Vale, Rio Grande City.
Kleburg.....	Ben F. Wilson, Kingsville.	Stephens.....	Jesse R. Smith, Breckenridge.
Knox.....	J. M. Morgan, Benjamin.	Sterling.....	Jeff D. Ayres, Sterling City.
Lamar.....	J. A. Fuls, Paris.	Stonewall.....	M. Sadie Abbott, Aspermont.
Lamb.....	L. E. Ensign, Olton.	Sutton.....	E. S. Briant, Sonora.
Lampasas.....	J. F. Higgins, Lampasas.	Swisher.....	W. S. Tomlinson, Tulla.
La Salle.....	C. C. Thomas, Cotulla.	Tarrant.....	G. T. Bhudworth, Fort Worth.
Lavaca.....	William Eilers, Hallettsville.	Taylor.....	J. S. Smith, Abilene.
Lee.....	C. M. Bishop, Giddings.	Terrell.....	J. B. Ross, Sanderson.
Leon.....	W. R. Moore, Centerville.	Terry.....	W. W. Price, Brownfield.
Liberty.....	P. S. Newberry, Liberty.	Throckmorton.....	B. F. Thorp, Throckmorton.
Limestone.....	T. L. Pritchard, Groesbeck.	Titus.....	Jno. Myers, Mount Pleasant.
Lipscomb.....	W. H. Sewell, Lipscomb.	Tom Green.....	C. E. Springstein, San Angelo.
Live Oak.....	W. W. Caves, Oakville.	Travis.....	Leon Halden, Austin.
Llano.....	Ernest Moore, Llano.	Trinity.....	J. C. Ingram, Groveton.
Loving.....	Howell Johnson, Pecos.	Tyler.....	G. E. Neal, Woodville.
Lubbock.....	Roscoe Wilson, Lubbock.	Upshur.....	B. B. Elder, Gilmer.
Lynn.....	C. H. Cain, Tahoka.	Upton.....	H. B. Griffith, Upland.
McCulloch.....	W. M. Deans, Brady.	Uvalde.....	Julia Victor, Uvalde.
McLennan.....	R. L. Abbott, Waco.	Valverde.....	Josephine Jones, Del Rio.
McMullen.....	D. B. Martin, Tilden.	Van Zandt.....	C. H. Cox, Canton.
Madison.....	J. T. Cony, Madisonville.	Victoria.....	G. M. Crutsinger, Victoria.
Marion.....	Alice Emmert, Jefferson.	Walker.....	C. A. Bennick, Huntsville.
Martin.....	A. G. Odum, Stanton.	Waller.....	Alice Cameron, Hempstead.
Mason.....	Glenn W. Smith, Mason.	Ward.....	Burch Carson, Barstow.
Matagorda.....	W. F. Pack, Bay City.	Washington.....	W. F. A. Boemer, Brenham.
Maverick.....	Ben V. King, Eagle Pass.	Webb.....	B. Richardson, Laredo.
Medina.....	W. N. Saathoff, Hondo.	Wharton.....	J. R. Peale, Wharton.
Menard.....	J. D. Scruggs, Menard.	Wheeler.....	L. D. Miller, Wheeler.
Midland.....	J. M. De Armond, Midland.	Wichita.....	E. C. Hall, Wichita Falls.
Milam.....	J. F. Chadwick, Cameron.	Wilbarger.....	L. A. Hallar, Vernon.
Mills.....	R. B. Weaver, Goldthwaite.	Willacy.....	Avery T. Searle, Sarita.
Mitchell.....	J. H. Bullock, Colorado.	Williamson.....	Nolan Queen, Georgetown.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
TEXAS—continued.		UTAH—continued.	
Wilson.....	J. E. Swift, Floresville.	Millard.....	R. E. Hammond, Fillmore.
Winkler.....	A. T. Crawford, Kermit.	Morgan.....	Wm. Abplanalp, Morgan.
Wise.....	Brandon Trussell, Decatur.	Plute.....	D. H. Robinson, Junction.
Wood.....	J. R. Clark, Quitman.	Rich.....	G. N. Weston, Laketown.
Yoakum.....	R. P. Moreland, Plains.	Salt Lake:	
Young.....	D. K. Lyon, Graham.	Granite dist....	J. M. Mills, Salt Lake City.
Zapata.....	A. P. Spohn, Zapata.	Jordan dist....	D. C. Jensen, Midvale.
Zavala.....	O. A. Stubbs, Batesville.	San Juan.....	J. B. Harris, Grayson.
		Sanpete:	
UTAH.		North dist....	J. W. Anderson, Mt. Pleasant.
Beaver.....	K. G. Maesser, Beaver.	South dist....	E. T. Reid, Mantie.
Bonadair.....	C. H. Skidmore, Brigham City.	Sevier.....	I. B. Ball, Richfield.
		Summit:	
Cache.....	R. V. Larson, Logan.	North dist....	W. H. Manning, Coalville.
Carbon.....	Orson Ryan, Price.	South dist....	Joseph Richards, Kamas.
David.....	H. C. Burton, Farmington.	Park City.....	J. L. Kearns, Park City.
Duchesne.....	J. A. Washburn, Duchesne.	Tooele.....	J. U. Hicks, Tooele.
Emery.....	W. T. Reid, Orangeville.	Utah.....	Earl Thompson, Vernal.
Garfield.....	F. G. Gardiner, Panguitch.	Alpine dist....	J. H. Walker, Lehi.
Grand.....	D. S. L. McCorkle, Moab.	Nebo dist....	J. P. Creer, Spanish Fork.
Iron.....	L. J. Nuttall, Jr., Cedar City.	Wasatch.....	D. A. Broadbent, Heber City.
Juab:		Washington.....	W. O. Bentley, Jr., St. George.
Juab dist....	Ray Stewart, Nephi.	Wayne.....	Joseph Hickman, Lon.
Tintic dist....	I. L. Williamson, Eureka.	Weber.....	W. N. Petterson, Ogden.
Kane.....	R. C. Merrill, Kanab.		
Town. ¹	Superintendent. ¹	Town.	Superintendent.
VERMONT.¹		VERMONT—contd.	
Bristol.....	John O. Bazendale.	Montpelier.....	Sherburn C. Hutchinson.
Proctor.....	William A. Beebe.	West Burke.....	Garfield A. Jamieson.
Wallingford.....	Leon E. Bell.	Derby.....	Margaret R. Kelley.
Williamstown.....	Charles R. Beeman.	Plainfield.....	Walter B. Lance.
Chester.....	Percy H. Blake.	Castleton.....	Phillip R. Leavenworth.
West Charleston.....	Edwin S. Boyd.	Rutland.....	David B. Locke.
Lunenburg.....	Bert B. Burbank.	West Pawlet.....	Nathaniel N. Love.
East Barnet.....	Harvey Burbank.	South Strafford.....	Charles P. McKnight.
North Montpelier.....	Joseph W. Butterfield.	Bellows Falls.....	B. E. Merriam.
Alburg.....	Fred E. Cargill.	Londonderry.....	Clarence E. Michels.
Springfield.....	Herbert D. Casey.	Guilford.....	Harold E. Moffitt.
Burlington.....	Merritt D. Chittenden.	Randolph.....	George W. Patterson.
Bradford.....	Edward L. Clark.	Woodstock.....	Everett V. Perkins.
North Troy.....	Burnham A. Colby.	Richmond.....	Horatio S. Read.
Craftsbury.....	Clarence L. Cowles.	Readsboro.....	Frank E. Sawyer.
Hyde Park.....	Harold P. Crosby.	South Barre.....	George J. Seager.
Lyndonville.....	M. E. Daniels.	Vergennes.....	Harry A. Farrar.
Ludlow.....	Lyman M. Darling.	Wells River.....	Leonard D. Smith.
Brandon.....	Bennett C. Douglass.	Windser.....	George L. Spaulding.
Middlebury.....	Arthur W. Eddy.	Bloomfield.....	Bates E. Stover.
Westminster.....	Ethel A. Eddy.	South Royalton.....	Merle A. Sturtevant.
Shoreham.....	Eugene L. Eddy.	Milton.....	C. O. Turner.
Rochester.....	Samuel H. Erskine.	Bennington.....	Albert W. Varney.
Barton.....	Clayton L. Erwin.	Enosburg Falls.....	Frederick W. Wallace.
Waterbury.....	W. H. Darrow.	Brattleboro.....	Florence M. Wellman.
Richford.....	Edwin F. Greene.	Barre.....	Carroll H. White.
Newport.....	Ernest A. Hamilton.	White River Junction.....	Nelson J. Whitehill.
East Fairfield.....	Sidney C. Harding.	Townshend.....	George B. Whitney.
Shelburne.....	William G. Hartin.	South Shaftsbury.....	John D. Whittier.
Essex Junction.....	Minnie F. Hayes.	St. Albans.....	George S. Wright.
Fair Haven.....	Willis H. Hoemer.	Cambridge.....	Myron D. Young.
Morrisville.....	Carlton D. Howe.	St. Johnsbury.....	Walter H. Young.
Swanton.....	Homer E. Hunt.		
Northfield.....	J. Allen Hunter.		

¹ Union superintendencies of towns given. For other superintendents of Vermont, see pp. 74-75.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

Division.	Superintendent.	Division.	Superintendent.
VIRGINIA.¹		VIRGINIA—contd.	
Accomac.....	G. G. Joynes, Onancock.	Ile of Wight.....	Gavin Rawls, Carversville.
Albemarle.....	H. M. McManaway, Charlottesville.	James City.....	J. A. C. Cooper, Toano.
Alexandria.....	Fletcher Kemp, Rosslyn.	King and Queen.....	W. G. Rennolds, Center Cross.
Alleghany.....	J. G. Jeter, Covington.	King George.....	James Ashby, Falmouth.
Amelia.....	W. R. Wrigglesworth, Blackstone.	King William.....	H. Ragland Eubank, Etna Mills.
Amherst.....	C. L. Scott, Amherst.	Lancaster.....	Frank W. Lewis, Morattico.
Appomattox.....	N. R. Featherston, Vera.	Lee.....	W. A. Wygal, Jonesville.
Augusta.....	F. M. Somerville, Staunton, R. F. D. 6.	Loudoun.....	O. L. Emerick, Purcellville.
Bath.....	J. E. Dobbins, Millboro.	Louis.....	Frank T. West, Louisa.
Bedford.....	C. M. Abbot, Bellevue.	Lunenburg.....	I. T. Wilkinson, Kenbridge.
Bland.....	Frank L. Dunn, Bland.	Madison.....	J. N. Miller, Haywood.
Botetourt.....	E. A. Painter, Fincastle.	Mathews.....	G. G. Anderton, Saluda.
Brunswick.....	R. Lee Chambliss, Lawrenceville.	Mecklenburg.....	F. C. Bedinger, Boydton.
Buchanan.....	M. L. Combs, Grundy.	Middlesex.....	G. G. Anderton, Saluda.
Buckingham.....	John A. Twyman, Wingina, R. F. D.	Montgomery.....	J. B. Lucas, Blacksburg.
Buena Vista.....	J. P. McCluer, Buena Vista.	Nansemond.....	P. S. Blandford, Driver.
Campbell.....	W. L. Garbee, Lawyers.	Nelson.....	B. M. Walles, Schuyler.
Caroline.....	John Washington, Milford.	New Kent.....	A. C. Cooper, Toano.
Carroll.....	J. Lee Cox, Woodlawn.	Norfolk.....	James Hurst, Norfolk.
Charles City.....	A. C. Cooper, Toano.	Northampton.....	E. G. Tankard, Nassawadox.
Charlotte.....	L. E. Rogers, Charlotte Court House.	Northumberland.....	F. W. Lewis, Morattico.
Chesterfield.....	Philip M. Tyler, Chester.	Nottoway.....	W. R. Wrigglesworth, Blackstone.
Clarke.....	L. D. Kline, Stephens City.	Orange.....	C. P. Cowherd, Gordonsville.
Craig.....	J. G. Jeter, Covington.	Page.....	John H. Borton, Luray.
Culpeper.....	T. W. Hendricks, Culpeper.	Patrick.....	J. Fay Reynolds, Stuart.
Cumberland.....	C. W. Dickinson, jr., Cartersville.	Pittsylvania.....	O. P. Ramsey, Chatham.
Dickenson.....	M. W. Remines, Clintwood.	Powhatan.....	J. W. Reynolds, Powhatan.
Dinwiddie.....	G. B. Zehmer, McKenney.	Prince Edward.....	P. T. Atkinson, Hampden-Sidney.
Elizabeth City.....	John M. Willis, Hampton.	Prince George.....	A. B. Bristow, Hopewell.
Essex.....	W. G. Rennolds, Center Cross.	Princess Anne.....	O. B. Mears, Norfolk, R. F. D. 2.
Fairfax.....	M. D. Hall, Burke.	Prince William.....	Chas. R. McDonald, Gainesville.
Fauquier.....	E. Albert Smith, Warrenton.	Pulaski.....	E. L. Darst, Dublin.
Floyd.....	Isaac L. Epperly, Floyd.	Rappahannock.....	H. D. Hite, Front Royal.
Fluvanna.....	T. H. Shepherd, Wilmington.	Richmond.....	Blake T. Newton, Hague.
Franklin.....	R. A. Prillaman, Rocky Mount.	Roanoke.....	R. E. Cook, Salem.
Frederick.....	L. D. Kline, Stephens City.	Rockbridge.....	E. K. Paxton, Lexington.
Giles.....	R. H. Farrier, Newport.	Rockingham.....	J. C. Myers, Harrisonburg.
Gloucester.....	R. A. Folkes, Gloucester.	Russell.....	R. N. Anderson, Lebanon.
Goochland.....	C. W. Dickinson, jr., Cartersville.	Scott.....	W. D. Smith, Gate City.
Grayson.....	G. F. Carr, Galax.	Shenandoah.....	C. V. Shoemaker, Woodstock.
Greene.....	J. N. Miller, Haywood.	Smyth.....	B. E. Copenhagen, Marion.
Greensville.....	Henry Maclin, North Emporia.	Southampton.....	G. L. H. Johnson, Franklin.
Halifax.....	H. J. Watkins, South Boston.	Spotsylvania.....	J. H. Childs, Fredericksburg.
Hanover.....	John H. Wickham, Beaver Dam.	Stafford.....	James Ashby, Falmouth.
Henrico.....	J. D. Harris, Richmond, Henrico Court House.	Stafford.....	L. N. Sevedge, Alliance.
Henry.....	W. B. Gates, Martinsville.	Stafford.....	A. B. Bristow, Hopewell.
Highland.....	R. E. Maury, Hightown.	Stafford.....	A. S. Greener, Burkes Garden.
		Stafford.....	H. D. Hite, Front Royal.
		Stafford.....	A. J. Renforth, Grafton.
		Stafford.....	W. J. Edmondson Lodi.
		Stafford.....	Blake T. Newton, Hague.
		Stafford.....	J. J. Kelly, jr., Wise.
		Stafford.....	J. A. C. Hurt, Wytheville.
		Stafford.....	A. J. Renforth, Grafton.

¹ Division superintendents. The divisions are single counties in 80 cases and composed of 2 counties each in 10 cases.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
WASHINGTON.		WEST VIRGINIA—continued.	
Adams.....	Elizabeth M. Meyer, Rivaville.	Marshall.....	H. W. McDowell, Glen Easton.
Asotin.....	C. B. Thornton, Asotin.	Mason.....	M. E. Roach, Point Pleasant.
Benton.....	Mrs. Loma M. Crawford, Prosser.	Mercer.....	J. A. French, Princeton.
Chelan.....	E. C. Bowersox, Wenatchee.	Mineral.....	Richard W. Thrush, Keyser.
Challam.....	Robt. A. Gilmore, Port Angeles.	Mingo.....	Chas. H. Ellis, Williamson.
Clarke.....	W. E. Dudley, Vancouver.	Monongalia.....	Lynn Hastings, Morgantown.
Columbia.....	W. W. Hendron, Dayton.	Monroe.....	W. W. Baker, Union.
Cowlitz.....	Lucia Jenkins, Kalama.	Morgan.....	G. F. Fearnow, Berkeley Springs.
Douglas.....	J. K. Thornton, Waterville.	McDowell.....	W. C. Cook, Welch.
Ferry.....	E. D. Hougland, Republic.	Nicholas.....	E. W. Skaggs, Summersville.
Franklin.....	E. M. Dorsey, Pasco.	Ohio.....	J. H. Lazear, Wheeling, Fulton.
Garfield.....	Belva L. Ball, Pomeroy.	Pendleton.....	Jesse H. Cook, Circleville.
Grant.....	R. L. Blackburn, Ephrata.	Pleasantons.....	G. C. MacTaggart, Eureka.
Grays Harbor.....	T. W. Bibb, Montesano.	Pocahontas.....	B. B. Williams, Marlinton.
Island.....	Mrs. Evelyn Spencer, Coupeville.	Preston.....	Willis Fortney, Kingwood.
Jefferson.....	Miss Elva S. Edwards, Port Townsend.	Putnam.....	Henry C. Hill, Winfield.
King.....	A. S. Burrows, Seattle.	Raleigh.....	W. S. Rogers, Beckley.
Kitap.....	H. W. Elliott, Port Orchard.	Randolph.....	Troy B. Wilmoth, Elkins.
Kititas.....	S. A. Bartlett, Ellensburg.	Ritchie.....	Austin Dotson, Harrisville.
Klickitat.....	Mabel H. Hinshaw, Goldendale.	Roane.....	I. B. Boggs, Wallback.
Lewis.....	A. C. Canterbury, Chehalis.	Summers.....	Lee Harper, Hinton.
Lincoln.....	J. R. Ward, Davenport.	Taylor.....	Ray J. Martin, Grafton.
Mason.....	Mrs. Mary M. Knight, Shelton.	Tucker.....	C. R. Parsons, Parsons.
Okanogan.....	Georgian Donald, Okanogan.	Tyler.....	J. T. Fanner, Middlebourne.
Pacific.....	Edith Soper, South Bend.	Upshur.....	B. H. Carpenter, Buckhannon.
Pend Oreille.....	Mrs. Mamie Johnson, Newport.	Wayne.....	O. J. Rife, Wayne.
Pierce.....	H. R. Cox, Tacoma.	Webster.....	Sampson N. Miller, Webster Springs.
San Juan.....	Carrie M. Busby, Friday Harbor.	Wetzel.....	D. L. Haight, New Martinsville.
Skagit.....	Mabel Graham, Mount Vernon.	Wirt.....	Ross Wilson, Elizabeth.
Skamania.....	W. G. Detwiler, Stevenson.	Wood.....	H. A. Langitt, Parkersburg.
Spokane.....	W. F. Martin, Everett.	Wyoming.....	J. H. Cooper, Windom.
Spokane.....	Jean S. Donaldson, Spokane.	WISCONSIN.	
Stevens.....	Elizabeth Stannard, Colville.	Adams.....	Hannah Poppe, Friendship.
Thurston.....	O. C. Goss, Olympia.	Ashland.....	W. P. Hagman, Mellen.
Wahkiakum.....	Mrs. Maud K. Butler, Cathlamet.	Barron.....	Gertrude Wahl, Barron.
Walla Walla.....	Mary Gilliam, Walla Walla.	Bayfield.....	Jessie N. Smith, Washburn.
Whatcom.....	Ethel Everett, Bellingham.	Brown.....	L. J. Martell, Green Bay.
Whitman.....	S. F. Shinkle, Colfax.	Buffalo.....	H. J. Niehaus, Alma.
Yakima.....	Mrs. Anna R. Nichols, North Yakima.	Burnett.....	O. H. Caspers, Grantsburg.
WEST VIRGINIA.		Calumet.....	Wm. F. Stauss, Chilton.
Barbour.....	E. A. Hunt, Bellington.	Chippewa.....	Bertha Trudelle, Chippewa Falls.
Berkeley.....	Chas. W. Crowell, Hedgesville.	Clark.....	Elizabeth Kennedy, Nellisville.
Boone.....	W. W. Nelson, Turtle Creek.	Columbia.....	Mary B. Clark, Portage.
Braxton.....	J. H. Hutchison, Sutton.	Crawford.....	George Burton, Eastman.
Brooke.....	T. A. Burton, Wellsburg.	Dane.....	First dist. Sylvanus Ames, Stoughton.
Cabell.....	Edward Mays, Huntington.		Second dist. Thos. S. Thompson, Mount Horeb.
Calhoun.....	A. E. Weaver, Grantsville.	Dodge.....	John Kelley, Juneau.
Clay.....	Roscoe Mullins, Clay.	Door.....	B. E. Madden, Sturgeon Bay.
Doddridge.....	L. L. Sadler, West Union.	Douglas.....	Marie Campeau, Superior.
Fayette.....	J. W. Cavendish, Fayetteville.	Dunn.....	Theresa Leinenkugel, Menomonie.
Gilmer.....	J. E. Hays, Glenville.	Eau Claire.....	Lilla E. Johnson, Eau Claire.
Grant.....	H. F. Groves, Petersburg.	Florence.....	S. D. Macomber, Florence.
Greenbrier.....	W. F. Richardson, Lewisburg.	Fond du Lac.....	Morvan Ducl, Fond du Lac.
Hampshire.....	Arthur Blonaker, Dillons Run.	Forest.....	G. W. Weldon, Crandon.
Hancock.....	H. O. Miller, New Cumberland.	Grant.....	T. Emery Bray, Lancaster.
Hardy.....	land	Green.....	John N. Burns, Monroe.
Harrison.....	E. A. Hawse, Baker.	Green Lake.....	George V. Kelley, Princeton.
Jackson.....	Carl S. Lawson, Clarksburg.	Iowa.....	Jesse A. Van Natta, Dodgeville.
Jefferson.....	P. H. Rardin, Ripley.	Iron.....	Della C. Emunson, Hurley.
Kanawha.....	James Grantham, Kearneysville, R. No. 1.	Jackson.....	Mae E. Hardie, Taylor.
Lewis.....	Geo. W. Jenkins, jr., Charleston.	Jefferson.....	A. J. Thorne, Jefferson.
Lincoln.....	Ellis L. Smith, Weston.	Juneau.....	Myrta D. Cuenot, Mauston.
Logan.....	Fisher B. Adkins, Hamlin.	Kenosha.....	R. L. Cundy, Silver Lake.
Marion.....	L. E. Browning, Logan.	Kewaunee.....	Frank Worachek, Kewaunee.
	Homer C. Toothman, Fairmont.	La Crosse.....	B. F. Olman, West Salem.
		La Fayette.....	W. W. Woolworth, Darlington.

V.—COUNTY SUPERINTENDENTS OF SCHOOLS—Continued.

County.	Superintendent.	County.	Superintendent.
WISCONSIN—contd.		WISCONSIN—contd.	
Langlade.....	A. M. Arveson, Antigo.	Waukegan.....	G. B. Rhoads, Waukegan.
Lincoln.....	W. B. Freeman, Merrill.	Waupaca.....	R. C. Bigford, Manawa.
Manitowoc.....	Joseph Voboril, Manitowoc.	Wausara.....	Edward Cones, Wausara.
Marathon.....	J. E. Giesel, Waupun.	Winnebago.....	Reginald E. Sanders, Oshkosh.
Marinette.....	Gertrude Schwittay, Marinette.	Wood.....	Geo. A. Varney, Vesper.
Marquette.....	James Madison, Endeavor.		
Milwaukee.....	E. T. Griffin, Milwaukee.	WYOMING.	
Monroe.....	M. M. Hanes, Sparta.	Albany.....	Mrs. N. Artisee Erickson, Laramie.
Oconto.....	Ellen B. McDonald, Oconto.	Big Horn.....	Mrs. Elaine Kinder, Bath.
Oneida.....	F. A. Lowell, Rhineland.	Campbell.....	Anna B. Schmidt, Gillette.
Outagamie.....	A. G. Meating, Appleton.	Carbon.....	Frances B. Smith, Rawlins.
Ozaukee.....	Richard F. Beger, Fredonia.	Converse.....	Maud Dawes, Douglas.
Pepin.....	Cynthia Carlisle, Durand.	Crook.....	L. A. McWethy, Sundance.
Pierce.....	H. B. Aasterud, Ellsworth.	Fremont.....	Verna E. Wells, Lander.
Polk.....	Martin Stenerson, Balsam Lake.	Goshen.....	C. O. Downing, Torrington.
Portage.....	L. A. Gordon, Stevens Point.	Hot Springs.....	Mrs. Nellie L. Wales, Thermopole.
Price.....	J. F. Wenz, Phillips.	Johnson.....	Mrs. Bessie M. Bullis, Buffalo.
Racine.....	Frank La Budde, Union Grove.	Laramie.....	Mrs. Mamie E. Heffernan, Cheyenne.
Richland.....	Jacob B. Logue, Richland Center.	Lincoln.....	Mrs. Maggie F. Nicholson, Kemmerer.
Rock.....	O. D. Antislal, Janesville.	Natrona.....	May Hamilton, Casper.
Rusk.....	Oliver E. Rice, Ladysmith.	Niobrara.....	Amy E. Christian, Lusk.
St. Croix.....	H. A. Aune, Baldwin.	Park.....	Nellie L. Underwood, Cody.
Sauk.....	Geo. W. Davies, North Freedom.	Platte.....	Mrs. Winifred W. Barnes, Wheatland.
Sawyer.....	Mrs. Josephine Grafton, Hayward.	Sheridan.....	Mrs. Blanche A. Rice, Sheridan.
Shawano.....	L. D. Roberts, Shawano.	Sweetwater.....	Mrs. Miriam W. Shedden, Rocksprings.
Sheboygan.....	H. C. Dornbush, Plymouth.	Uinta.....	Mrs. Jennie M. Isherwood, Evanston.
Taylor.....	J. E. Phillips, Medford.	Washakie.....	Mrs. Mary L. Hatfield, Ten Sleep.
Trempealeau.....	Helen M. Berg, Whitehall.	Weston.....	Mabel G. Kingsley, Newcastle.
Vernon.....	Maud E. Neprud, Viroqua.		
Vilas.....	Arthur J. Austin, Eagle River.		
Walworth.....	Helen Martin, Elkhorn.		
Washburn.....	J. A. Lonsdorf, Shell Lake.		
Washington.....	Alva Groth, West Bend.		

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS.¹

City.	Population census of 1910.	Superintendent or supervising principal.
ALABAMA.		
Alabama City.....	4,313	J. T. Roberts.
Albany.....	6,118	R. W. Cowart.
Anniston.....	12,794	D. R. Murphey.
Attalla.....	2,513	Alice Coleman.
Bessemer.....	10,864	L. L. Vann.
Birmingham.....	132,685	J. H. Phillips.
Decatur.....	4,228	J. M. Collier.
Dothan.....	7,016	P. W. Hodges.
Enfauila.....	4,260	H. I. Upshaw.
Florence.....	6,689	F. T. Appleby.
Gadsden.....	10,557	W. C. Griggs.
Gtrard.....	4,214	Roy K. Hood.
Greenville.....	3,377	C. B. Gamble.
Huntsville.....	7,611	R. C. Johnston.
Jasper.....	2,509	J. W. Letson.
Lanett.....	3,820	W. S. Leatherwood.
Mobile.....	51,521	S. S. Murphy. ²
Montgomery.....	38,186	C. L. Floyd.
Opelika.....	4,784	F. Hall.
Phoenix.....	4,555	J. C. McAuley.
Selma.....	13,649	Arthur F. Harman.
Shaffield.....	4,865	L. E. Creel.
Talladega.....	5,854	D. A. McNeill.
Troy.....	4,961	John R. McLure.
Tuscaloosa.....	8,407	James H. Foster.
Tuscumbia.....	3,324	R. E. Thompson.
Tuskegee.....	2,803	J. B. Murphy.
Union Springs.....	4,055	E. S. Pugh.
ALASKA.		
Anchorage.....	³ 2,480	
Douglas.....		Floy Tracy.
Fairbanks.....	⁴ 3,541	
Juneau.....	⁵ 5,000	
Nome.....	2,600	O. W. Baird.
Valdez.....	2,500	F. G. Davis.
ARIZONA.		
Benson.....	1,085	F. A. Robinson.
Bisbee.....	9,019	C. F. Philbrook.
Clifton.....	4,874	J. A. Davis.
Douglas.....	6,437	R. E. Souers.
Globe.....	7,083	Walter P. Bland.
Morenci.....	5,010	W. E. Lutz.
Nogales.....	3,514	G. H. Madden.
Phoenix.....	11,184	John D. Loper.
Prescott.....	5,092	S. H. Martin.
Tombstone.....	1,582	C. E. Tilford.
Tucson.....	18,198	Harold Steele.
Yuma.....	2,914	C. W. McGraw.
ARKANSAS.		
Argenta.....	11,138	D. L. Paisley.
Arkadelphia.....	2,745	H. A. Woodward.
Batesville.....	3,399	Sidney Pickens.
Blytheville.....	3,849	Harvey Halley.
Camden.....	3,995	T. C. Abbott.
Conway.....	2,794	R. E. Womack.
Eldorado.....	4,202	J. O. Hodnett.
Eureka Springs.....	3,228	C. S. Barnett.
Fayetteville.....	4,471	F. S. Root.
Fordyce.....	2,794	N. C. Barnett.
Fort Smith.....	23,975	George W. Reid.
Helena.....	8,772	E. B. Tucker.

¹ This list comprises names of superintendents, supervising principals, or principals, as the case may be, for cities, towns, and incorporated villages reported as of 2,500 population or over in the census of 1910. A few cities have also been included of less than 2,500 population, but with a regularly designated superintendent of schools. It should be noted that lists published prior to 1915 were for places of 4,000 and over. Other information formerly printed in the directory may be found by reference to the statistics of cities published in the annual report of the Commissioner of Education, Volume II, or in special bulletins, such as 1915, No. 31, and 1914, No. 16. Attention is drawn to the special note at the beginning of several of the State lists.

² County superintendent of Mobile County. Mobile is part of the county system.

³ In 1915. Population estimated by Alaska Division, Bureau of Education.

⁴ In 1910.

⁵ In 1917.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
ARKANSAS—continued.		
Hope.....	3,689	C. C. Blair.
Hot Springs.....	14,484	O. L. Dunaway.
Jonesboro.....	7,122	J. P. Womack.
Little Rock.....	45,941	R. C. Hall.
Malvern.....	2,778	J. E. Pratt.
Marianna.....	4,810	Fred L. MacChesney.
Mena.....	3,953	C. K. Wilkerson.
Newport.....	3,557	Edgar Williams.
Paragould.....	5,248	James W. Ramey.
Pine Bluff.....	15,102	Junius Jordan.
Prescott.....	2,705	C. M. Hirst.
Rogers.....	2,820	M. O. Alcorn.
Russellville.....	2,986	W. H. Hall.
Stuttgart.....	2,740	John G. Rossman.
Texarkana.....	5,655	Ury McKenzie.
Van Buren.....	3,878	D. M. Rigin.
CALIFORNIA.		
Alameda.....	23,388	C. J. Du Four.
Alhambra.....	5,021	Charles E. Barber.
Anaheim.....	2,628	J. L. Van Derveer.
Bakersfield.....	12,727	David W. Nelson.
Berkeley.....	40,434	M. C. James.
Chico.....	3,750	C. H. Camper.
Coalinga.....	4,199	Anna M. Steele.
Colton.....	3,990	G. H. Jantzen.
Corona.....	3,540	Irving O. Bragg.
Emeryville.....	2,613	D. B. Lacy.
Eureka.....	11,945	George B. Albee.
Fresno.....	24,892	Charles C. Starr.
Glendale.....	2,746	R. D. White.
Grass Valley.....	4,520	James S. Honnessy.
Hanford.....	4,829	Osmer Abbott.
Hayward.....	2,746	Eugene M. Knight.
Lodi.....	2,597	R. J. Custer.
Long Beach.....	17,909	W. L. Stephens.
Los Angeles.....	319,198	Albert Shiels.
Marysville.....	5,430	Jennie Mahaley.
Merced.....	3,102	C. S. Clark.
Mill Valley.....	2,551	W. E. Faught.
Modesto.....	4,034	T. E. Thompson.
Monrovia.....	3,576	J. H. Graves.
Monterey.....	4,923	J. L. Shearer.
Napa.....	5,791	F. E. Tuck.
Nevada City.....	2,689	Fred M. Hunter.
Oakland.....	150,174	J. W. Groves.
Ontario.....	4,274	Charles E. Teach.
Orange.....	2,920	H. P. Short.
Oroville.....	3,859	R. B. Haydock.
Oxnard.....	2,555	Walter H. Nichols.
Palo Alto.....	4,486	J. M. Rhodes.
Passadena.....	30,291	E. B. Dykes.
Petaluma.....	5,880	G. Vernon Bennett.
Pomona.....	10,207	W. A. Ferguson.
Porterville.....	2,606	D. C. Eldor.
Red Bluff.....	3,530	Frank A. Forderhase.
Redding.....	3,572	C. H. Covell.
Redlands.....	10,449	C. A. Langworthy.
Redondo Beach.....	2,935	Walter T. Helms.
Richmond.....	6,802	A. N. Wheelock.
Riverside.....	15,212	H. A. Burch.
Roseville.....	2,608	Chas. C. Hughes.
Sacramento.....	44,696	L. E. Kilkenny.
Salinas.....	3,736	R. B. Stover.
San Bernardino.....	12,779	Duncan MackInnon.
San Diego.....	39,578	Alfred Roncoviere.
San Francisco.....	416,912	Alexander Sherriffs.
San Jose.....	28,946	Guy Smith.
San Leandro.....	3,471	Arthur H. Mabley.
San Luis Obispo.....	5,157	Geo. W. Hall.
San Mateo.....	4,384	Roger S. Phelps.
San Rafael.....	5,934	J. A. Cranston.
Santa Ana.....	8,429	A. C. Olney.
Santa Barbara.....	11,659	Isabel Preston.
Santa Clara.....	4,348	J. W. Linscott.
Santa Cruz.....	11,146	H. M. Rebok.
Santa Monica.....	7,847	T. P. Browncombe.
Santa Rosa.....	7,817	George C. Bush.
South Pasadena.....	4,649	

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
CALIFORNIA—continued.		
Stockton.....	23,253	Ansel S. Williams.
Tulare.....	2,768	Willi L. Frew.
Vallejo.....	11,340	G. V. Whaley.
Ventura.....	2,945	Arthur L. Vincent.
Visalia.....	4,560	John E. Cuddeback.
Watsonville.....	4,446	T. S. MacQuiddy.
Whittier.....	4,560	G. Durfee.
Woodland.....	3,187	C. E. Dingle.
COLORADO.		
Alamosa.....	3,013	Carlton Aylard.
Boulder.....	9,539	Wm. V. Casey.
Canon City.....	5,162	Milo L. Whittaker.
Colorado City.....	4,333	E. C. Best.
Colorado Springs.....	29,078	Roscoe C. Hill.
Cripple Creek.....	6,206	Wilson M. Shafer.
Denver.....	213,381	Carlos M. Cole.
Durango (District No. 9).....	4,686	Emery E. Smiley.
Englewood.....	2,983	Chas. H. Hay.
Florence.....	2,712	C. C. Brown.
Fort Collins.....	8,210	Albert H. Dunn.
Fort Morgan.....	2,800	W. A. Franks.
Grand Junction.....	7,754	J. Henry Allen.
Greeley.....	8,179	G. E. Brown.
La Junta.....	4,154	Fred P. Austin.
Lamar.....	2,977	A. H. Husbey.
Leadville.....	7,508	Joseph H. Walton.
Longmont.....	4,256	Charles C. Casey.
Loveland.....	3,651	R. W. Truscott.
Monte Vista.....	2,544	George R. Momyer.
Montrose.....	3,254	D. E. Wiedmann.
Pueblo:		
District No. 1.....		J. W. McClinton.
District No. 20.....	44,395	J. F. Keating.
Rocky Ford.....	3,230	R. J. Walters.
Salida.....	4,425	Edgar Keener.
Sterling.....	3,044	J. A. Saxson.
Trinidad.....	10,204	J. R. Morgan.
Victor.....	3,162	Wilson M. Shafer.
CONNECTICUT.		
Ansonia.....	15,152	R. T. Tobin.
Bethel.....	3,792	F. A. Barry.
Branford.....	6,047	A. L. Young.
Bridgeport.....	102,054	S. J. Slawson.
Bristol.....	13,502	Karl A. Reiche.
Danbury.....	23,502	G. J. Borst.
Danielson.....	2,924	(See Killingly.)
Darien.....	3,946	J. F. Williams.
Derby.....	8,991	John F. Pickett.
East Hartford.....	8,138	E. H. Gumbart.
East Windsor.....	3,362	W. F. English.
Essex.....	2,745	G. C. Swift.
Fairfield.....	6,134	Wm. E. Smith.
Farmington.....	3,478	L. S. Mills.
Glastonbury.....	4,796	Francis S. Knox.
Greenwich.....	16,463	F. C. Andrews.
Griswold.....	4,233	G. C. Swift.
Gulford.....	3,001	Charles E. Hicks.
Hamden.....	5,850	Margaret L. Keefe.
Hartford.....	98,915	T. S. Weaver.
Huntington.....	6,545	H. E. Fowler.
Killingly.....	6,564	Horace F. Turner.
Litchfield.....	3,005	E. A. Childs.
Manchester:		
Town schools.....		(A. F. Howes.
District No. 9.....	13,641	F. A. Verplanck.
Meriden.....	32,066	David Gibbs.
Middletown.....	11,851	E. B. Sellow.
Milford.....	4,366	H. I. Mathewson.
Naugatuck.....	12,732	F. W. Eaton.
New Britain.....	43,916	S. H. Holmes.
New Canaan.....	3,667	H. W. Saxe.
New Haven.....		(F. H. Beede.
New Haven (Westville district).....	133,605	Wm. F. H. Broeze.
New London.....	19,659	Charles B. Jennings.
New Milford.....	5,010	John Peribone.
Norwalk.....	24,211	George V. Buchanan.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
CONNECTICUT—continued.		
Norwich.....	28,219	E. J. Graham.
Orange.....	11,272	E. C. Stiles.
Plainfield.....	6,719	J. L. Chapman.
Plymouth.....	5,021	A. S. Gaylord.
Putnam.....	7,280	Wm. L. MacDonald.
Ridgefield.....	3,118	Charlotte J. Wakeman.
Seymour.....	4,786	R. C. Clark.
Southington.....	6,516	E. C. Witham.
Stafford.....	5,233	Wm. Melcher.
Stamford.....	28,836	F. S. Camp.
Stonington.....	9,154	W. R. Snyder.
Stratford.....	5,712	C. C. Thompson.
Thompson.....	4,804	F. W. Barber.
Torrington.....	16,840	G. J. Vogel.
Vernon.....	9,087	James N. Muir.
Wallingford.....	11,155	J. W. Kratzer.
Waterbury.....	73,141	B. W. Tinker.
Watertown.....	3,880	L. K. Chance.
West Hartford.....	4,808	W. H. Hall.
Westport.....	4,259	G. C. Bowman.
Winchester.....	8,679	F. E. Flak.
Windham.....	12,604	E. A. Case.
Windsor.....	4,178	Daniel Howard.
Windsor Locks.....	3,715	Leander Jackson.
DELAWARE.		
Dover.....	3,720	C. W. W. Schantz.
Millford.....	2,603	Gilbert Nickel.
New Castle.....	3,351	Henry E. Snively.
Wilmington.....	87,411	C. J. Scott.
DISTRICT OF COLUMBIA.		
Washington.....	331,069	Ernest L. Thurston.
FLORIDA. ¹		
Arcadia.....	1,736	G. M. Lynch. ²
Apalachicola.....	3,065	Mrs. F. N. Clayton. ²
Bartow.....	2,662	L. E. Bennett.
Bradentown.....	1,886	W. E. Sawyer.
Daytona.....	3,082	H. Clay Marks.
De Land.....	2,812	Mrs. Maud Barron.
Dunnellon.....	1,227	C. F. Morrison.
Fernandina.....	3,482	L. L. Owens.
Fort Myers.....	2,463	
Fort Pierce.....	1,333	I. O. Helseth.
Gainesville.....	6,183	F. W. Buchholz.
Jacksonville.....	57,699	F. A. Hathaway.
Key West.....	19,945	G. E. McKay.
Lake City.....	5,082	A. B. Conner. ²
Lakeland.....	3,719	C. M. Jones. ²
Live Oak.....	3,450	R. A. Green.
Miami.....	5,471	R. E. Hall.
New Smyrna.....	1,121	George Marks.
Ocala.....	4,370	W. H. Cassels.
Orlando.....	3,894	J. W. Simmons. ²
Palatka.....	3,779	C. H. Price.
Pensacola.....	22,982	Ross Rogers.
Quincy.....	3,204	Thos. Hemenway.
St. Augustine.....	5,494	W. E. Knibloe.
St. Petersburg.....	4,127	G. N. Sleight.
Sanford.....	3,570	J. F. McKinnan.
Tallahassee.....	5,018	R. M. Sealey.
Tampa.....	37,782	J. E. Knight.
West Palm Beach.....	1,743	I. I. Himes. ²
GEORGIA.		
Albany.....	8,190	R. E. Brooks.
Americus.....	8,063	J. E. Mathis.
Athens.....	14,913	Glenn G. Bond.
Atlanta.....	154,839	J. C. Wardlaw.
Augusta.....	41,040	Lawton B. Evans.
Bainbridge.....	4,217	E. G. Elcan.
Barnesville.....	3,068	E. T. Holmes.

¹ The county superintendents of Florida have direct oversight of city schools. The names given are those of local principals, as furnished to the Bureau of Education by the county superintendent or local authorities.

² High school principal.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
GEORGIA—continued.		
Brunswick.....	10,182	N. H. Ballard.
Carrollton.....	3,297	H. B. Adams.
Cartersville.....	4,087	H. L. Sewell.
Cedartown.....	3,851	J. E. Purks.
Columbus.....	20,664	R. B. Daniel.
Cordele.....	5,883	H. B. Nicholson.
Covington.....	2,697	H. B. Robertson.
Cuthbert.....	3,210	H. C. Weir.
Dalton.....	8,524	J. H. Watson.
Dawson.....	3,527	J. C. Dukes.
Dublin.....	5,759	Paul J. King.
East Point.....	3,682	J. R. Campbell.
Elberton.....	6,483	B. L. Cooper.
Fitzgerald.....	5,786	J. E. Ricketson.
Fort Valley.....	2,697	Ralph O. Newton.
Gainesville.....	5,925	J. A. Mershon.
Griffin.....	7,478	J. A. Jones.
Hawkinsville.....	3,420	J. F. Lambert.
La Grange.....	5,887	C. L. Smith.
Macon.....	40,655	C. H. Bruce.
Marietta.....	5,949	W. T. Dumas.
Milledgeville.....	4,886	O. R. Horton.
Monroe.....	3,029	Henry M. Woods.
Moultrie.....	3,249	Leo H. Browning.
Newman.....	5,848	E. A. Armistead.
Quitman.....	3,915	H. D. Knowles.
Rome.....	12,099	Walter P. Jones.
Sandersville.....	2,641	C. B. Quillian.
Savannah.....	65,064	Carleton B. Gibson.
Statesboro.....	2,529	R. M. Monts.
Summerville.....	4,261	F. B. Farham.
Thomasville.....	6,727	B. B. Broughton.
Toccoa.....	3,120	J. I. Allman.
Valdosta.....	7,656	W. O. Roberts.
Washington.....	3,065	J. W. Mosley.
Waycross.....	14,485	A. G. Miller.
Waynesboro.....	2,729	E. L. Tappan.
IDAHO.		
Boise.....	17,258	C. E. Rose.
Caldwell.....	3,543	H. H. Clifford.
Coeur d'Alene.....	7,291	J. V. Buck.
Idaho Falls.....	4,827	Theo. B. Shank.
Lewiston.....	6,043	Frank W. Simmonds.
Moscow.....	3,670	J. H. Rich.
Nampa.....	4,205	C. J. Broeman.
Pocatello.....	9,110	Walter R. Siders.
Sandpoint.....	2,998	G. W. Henderson.
Twin Falls.....	5,258	Harold G. Blue.
Wallace.....	3,000	C. D. Brock.
Weiser.....	2,600	E. O. Blackstone.
ILLINOIS.		
Alton.....	17,528	R. A. Haight.
Anna.....	2,809	Chas. A. McGinnis.
Aurora:		
East Side.....	29,807	C. M. Bardwell.
West Side.....		S. P. McDowell.
Averyville.....	2,668	Harry E. Her.
Batavia.....	4,436	H. C. Storm.
Beardstown.....	6,107	H. G. Russell.
Belleville.....	21,122	O. F. Weber.
Belvidere.....	7,263	John E. Alman.
Benton.....	2,675	Ralph W. Jackson.
Berwyn.....	5,841	Eugene A. Wilson.
Bloomington.....	25,768	J. K. Stableton.
Blue Island.....	8,043	J. E. Lemon.
Bridgeport.....	2,708	J. A. Eghoff.
Bushnell.....	2,619	W. T. Everitt.
Cairo.....	14,548	Taylor C. Clendenen.
Canton.....	10,453	G. W. Gayler.
Carbondale.....	5,411	T. W. Oliver.
Carlinville.....	3,616	William Harris.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
ILLINOIS—continued.		
Carmi.....	2,833	Joseph Garsbacher.
Cartersville.....	2,971	O. A. Towns.
Centralia.....	9,680	S. H. Bohn.
Champaign.....	12,421	W. W. Earnest.
Charleston.....	5,884	De Witt Elwood.
Chester.....	2,747	C. O. Todd.
Chicago.....	2,185,283	John D. Shoop.
Chicago Heights.....	14,525	F. M. Richardson.
Cicero.....	14,557	W. W. Lewton.
Clinton.....	5,165	H. H. Edmunds.
Coal City.....	2,667	Sherman Littler.
Collinsville.....	7,478	C. H. Dorris.
Danville.....	27,871	Gilbert P. Randle.
Decatur.....	31,140	James O. Engleman.
De Kalb.....	8,102	F. R. Ritzman.
Dixon:		
North Side.....	7,216	H. H. Hagen.
South Side.....		C. I. Bixler.
Downers Grove.....	2,601	George C. Butler.
Dundee.....	5,100	Osher Schlaifer.
Duquoin.....	5,454	R. B. Templeton.
East Moline.....	2,665	D. B. Hoffman.
East St. Louis.....	5,014	D. Walter Potts.
Edwardsville.....	3,808	C. F. Ford.
Emmingsham.....	3,808	Melvin V. Lanthorn.
Eldorado.....	3,366	James Lyon.
Elgin.....	25,976	Robert I. White.
Evanston:		
District No. 75.....	24,978	A. N. Farmer.
District No. 76.....		F. W. Nichols.
Fairbury.....	2,505	E. W. Powers.
Farmer City.....	1,603	George E. Anspaugh.
Forest Park.....	6,594	Henry Buellesfield.
Freeport.....	17,567	S. E. Raines.
Galena.....	4,835	Katherine H. Obye.
Galesburg.....	22,089	W. L. Steele.
Geneseo.....	3,199	J. G. Gourlay.
Granite City.....	9,908	L. P. Frohardt.
Greenville.....	3,178	A. W. Niedermeyer.
Harrisburg.....	5,309	T. O. Elliott.
Harvard.....	3,008	J. H. Light.
Harvey.....	7,227	F. L. Miller.
Havana.....	3,525	T. E. Savage.
Herrin.....	6,861	Ray V. Jordan.
Highland.....	2,675	C. L. Dietz.
Highland Park:		
District No. 107.....	4,209	Jesse L. Smith.
District No. 108.....		Clark G. Wright.
Hillsboro.....	3,424	H. J. Beckemeyer.
Hoopeston.....	4,698	William R. Lowery.
Jacksonville.....	15,256	H. A. Perrin.
Jerseyville.....	4,113	D. R. Henry.
Johnston City.....	3,248	C. J. Ramsay.
Joliet.....	34,670	R. O. Stoops.
Kankakee.....	13,986	Franklin N. Tracy.
Kewanee.....	9,307	W. R. Curtis.
La Grange.....	5,282	A. S. Anderson.
Lake Forest.....	3,349	J. E. Baggett.
La Salle.....	11,537	T. J. McCormack.
Lawrenceville.....	3,235	E. E. Grounds.
Lincoln.....	10,892	W. J. Hawkes.
Litchfield.....	5,971	D. H. Wells.
Lockport.....	2,555	R. L. Spires.
Macomb.....	5,774	Vernon L. Mangun.
Madison.....	5,046	Henry A. Stice.
Marion.....	7,063	B. F. Parr.
Marseilles.....	3,291	E. A. Collins.
Marshall.....	2,569	J. L. P. Beeman.
Mattoon.....	11,456	V. F. Wiley.
Maywood (District No. 89).....	8,033	Eugene La Rowe.
McLeese Park.....	4,806	K. M. Snapp.
Mendota.....	3,806	F. A. Schrader.
Metropolis.....	4,655	Lewis A. Mahoney.
Moline.....	24,199	I. L. Caldwell.
Monmouth.....	9,128	E. D. Martin.
Morris.....	4,563	C. L. McCabe.
Mount City.....	2,837	L. O. Bright.
Mount Carmel.....	6,934	Leonodus Harr.
Mount Olive.....	3,501	

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
ILLINOIS—continued.		
Mount Vernon.....	8,007	William Miner.
Murphysboro.....	7,485	S. J. Shomaker.
Naperville.....	3,449	O. A. Waterman.
Normal.....	4,024	Chester F. Miller.
North Chicago.....	3,306	F. A. Hudson.
Oak Park.....	19,444	William J. Hamilton.
Oakland.....	1,159	C. W. Conrad.
Olney.....	5,011	H. W. Hostettler.
Ottawa.....	9,535	C. J. Byrne.
Pana.....	6,055	J. Louis Hart.
Paris.....	7,664	T. J. Beecher.
Parson.....	2,912	Wm. R. Thascher.
Pekin.....	9,897	Robert C. Smith.
Peoria.....	66,950	Alfred W. Beasley.
Peru.....	7,984	A. H. Karn.
Petersburg.....	2,587	J. B. Hendricks.
Pinckneyville.....	2,722	B. O. Hoskinson.
Pontiac.....	6,080	W. W. McCulloch.
Princeton.....	4,131	H. F. Waits.
Quincy.....	36,587	Charles M. Gill.
Robinson.....	8,863	Harry E. Green.
Rochelle.....	2,782	Herman Wimmer.
Rock Falls.....	2,657	E. O. Phares.
Rockford.....	45,401	Carroll R. Reed.
Rock Island.....	24,335	E. C. Fisher.
St. Charles.....	4,046	B. F. Staloup.
Salem.....	2,669	J. T. Dorris.
Sandwich.....	2,557	W. W. Woodbury.
Sevanna.....	3,691	C. H. Le Vitt.
Shelbyville.....	3,560	A. F. Lyle.
Sparta.....	3,061	Clarence Selby.
Springfield.....	51,678	I. M. Allen.
Spring Valley.....	7,085	Irving Munson.
Stanton.....	5,048	W. E. Eccles.
Sterling.....		
District No. 8.....	7,067	Miss A. L. Hm.
District No. 11.....		Charles H. Marcy.
Streator.....	14,283	H. B. Fisher.
Sullivan.....	2,621	T. H. Finley.
Sycamore.....	3,926	O. E. Peterson.
Taylorville.....	5,446	Edgar S. Jones.
Urbana.....	8,254	A. F. Johnson.
Vandalia.....	2,974	T. F. Hickman.
Venice.....	3,718	C. B. McClelland.
Virdeu.....	4,000	Clyde Stone.
Waukegan.....	16,069	W. C. Knoek.
West Hammond.....	4,948	Arthur G. Deaver.
Westville.....	2,607	Sherman Cass.
Wheaton.....	3,423	J. B. Russell.
Whitehall.....	2,854	Robert G. Smith.
Winnetta.....	4,943	J. R. Harper.
Winnetka.....	3,168	E. N. Rhodes.
Woodstock.....	4,331	Richard W. Bardwell.
Zion City.....	4,789	
INDIANA.		
Alexandria.....	5,096	Benton H. Keicher.
Anderson.....	22,476	W. A. Denny.
Angola.....	2,610	Heyman B. Allman.
Attica.....	3,335	William F. Mullinnix.
Auburn.....	3,919	G. W. Youngblood.
Aurora.....	4,410	J. R. Houston.
Bedford.....	8,716	E. W. Montgomery.
Bicknell.....	2,794	Wm. W. Carter.
Bloomington.....	8,838	William A. Myers.
Bluffton.....	4,967	P. A. Allen.
Boonville.....	3,934	Arthur Seybold.
Brasil.....	9,340	Chas. P. Keller.
Clinton.....	6,229	Donald Du Shane.
Columbia City.....	3,448	C. E. Spaulding.
Columbus.....	8,813	T. F. Fitzgibbon.
Connersville.....	7,738	Edwin L. Rickert.
Crawfordsville.....	9,371	L. N. Hines.
Crown Point.....	2,526	J. M. Geiser.
Decatur.....	4,471	M. F. Worthman.
Dunkirk.....	3,031	Harry L. Nixon.
East Chicago.....	19,096	Edwin N. Canine.
Elkhart.....	19,282	J. A. Wiggers.
Elwood.....	11,036	Edward M. Edwards.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1916.	Superintendent or supervising principal.
INDIANA—continued.		
Evansville.....	69,647	Louis F. Banaset.
Fairmount.....	2,506	R. B. Duff.
Fort Wayne.....	69,993	O. M. Pittsinger.
Frankfort.....	3,094	J. C. Webb.
Franklin.....	4,802	Martin C. Hoffman.
Garrett.....	4,149	William A. Wirt.
Gary.....	16,802	Isaac Cripe.
Gas City.....	3,224	James Wilkinson.
Goshen.....	8,514	Edwin C. Dodson.
Greencastle.....	3,790	Frank Larrabee.
Greenfield.....	4,448	E. C. Jerman.
Greensburg.....	5,430	C. M. McDaniel.
Hammond.....	20,925	M. M. Dunbar.
Hartford City.....	6,187	Jesse M. Scudder.
Huntington.....	10,272	Ellis U. Graff.
Indianapolis.....	223,650	Jesse M. Todd.
Jacksonville.....	3,295	Emmett Taylor.
Jeffersonville.....	10,412	P. C. Emmons.
Kendallville.....	4,961	C. V. Haworth.
Kokomo.....	17,010	Robert F. Hight.
LaFayette.....	20,081	Paul Van Riper.
Laporte.....	10,525	Jesse W. Riddle.
Lawrenceburg.....	3,980	H. G. Brown.
Lebanon.....	5,474	J. H. Haseman.
Linton.....	5,808	Albert H. Douglass.
Logansport.....	19,080	Homer Long.
Madison.....	6,984	A. E. Highley.
Marion.....	19,889	A. L. Trester.
Martinsville.....	4,529	L. W. Keeler.
Michigan City.....	19,037	D. W. Horton.
Mishawaka.....	11,896	Robert M. Tiley.
Mitchell.....	3,488	L. E. Kelley.
Montpelier.....	2,788	William Miner.
Mount Vernon.....	5,563	Benj. F. Moore.
Muncie.....	24,005	H. A. Bueck.
New Albany.....	20,629	E. J. Llewellyn.
Newcastle.....	9,446	Alvin C. Payne.
Noblesville.....	5,073	Wm. F. Vogel.
North Vernon.....	2,915	H. L. Hall.
Peru.....	10,910	Homer W. Dutter.
Plymouth.....	3,838	Grant E. Derbyshire.
Portland.....	5,190	James W. Stott.
Princeton.....	6,448	J. T. Giles.
Richmond.....	22,324	A. L. Whitmer.
Rochester.....	3,364	W. D. Shewman.
Rockport.....	2,736	J. H. Scholl.
Rushville.....	4,625	T. A. Mott.
Seymour.....	8,805	J. W. Holton.
Shelbyville.....	9,500	J. F. Nuner.
South Bend.....	53,684	C. N. Vance.
Sullivan.....	4,115	Christian Newman.
Tell City.....	3,349	C. J. Waite.
Terre Haute.....	59,157	C. F. Patterson.
Tipton.....	4,075	John P. King.
Union City.....	3,209	C. W. Boucher.
Valparaiso.....	6,867	E. O. Maple.
Vincennes.....	14,595	Owen J. Neighbours.
Wabash.....	5,087	James M. Lefel.
Warsaw.....	4,490	Eugene D. Merriman.
Washington.....	7,854	F. A. Burtanfield.
West Lafayette.....	5,867	T. V. Pruitt.
West Terre Haute.....	3,059	J. H. Hokinson.
Whiting.....	6,587	Oscar R. Baker.
Winchester.....	4,266	
IOWA.		
Albia.....	4,909	Harry D. Kies.
Algona.....	2,908	J. F. Overmyer.
Ames.....	4,228	F. W. Hicks.
Anamosa.....	2,938	T. M. Clevenger.
Atlantic.....	4,500	M. C. Galpin.
Belle Plaine.....	8,121	George S. Wooten.
Boone.....	10,347	E. C. Meredith.
Burlington.....	24,324	W. L. Hanson.
Carroll.....	5,546	E. T. Housh.
Cedar Falls.....	5,012	A. H. Speer.
Cedar Rapids.....	32,511	J. J. McConnell.
Centerville.....	6,986	H. M. Taylor.
Chariton.....	3,794	I. L. Guernsey.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
IOWA—continued.		
Charles City.....	5,892	F. T. Vasey.
Cherokee.....	4,884	F. W. Johnson.
Clarinda.....	3,832	F. A. Henderson.
Clinton.....	26,577	F. E. Webb.
Colfax.....	2,524	S. A. Potts.
Council Bluffs.....	20,292	Theodore Seam.
Cresco.....	2,658	A. I. Tias.
Creston.....	6,924	Adam Pickett.
Davenport.....	45,028	Frank L. Smart.
Decorah.....	3,592	Eva M. Fleming.
Denison.....	3,133	C. E. Humphrey.
Des Moines.....	86,868	Z. C. Thornburg.
Dubuque.....	38,494	James H. Harris.
Eagle Grove.....	3,887	Henry P. Nielsen.
Estherville.....	3,404	F. H. Sunderlin.
Fairfield.....	4,970	Arthur W. Crane.
Fort Dodge.....	15,543	L. H. Minkel.
Fort Madison.....	9,900	F. A. Welch.
Glenwood.....	4,052	J. R. Neveln.
Grinnell.....	5,086	Eugene Henely.
Hampton.....	2,617	B. W. Tallman.
Harlan.....	2,370	Mary J. Wyland.
Independence.....	3,317	T. J. Tormey.
Indianola.....	3,283	O. E. Smith.
Iowa City.....	10,091	L. F. Mead.
Iowa Falls.....	2,797	Claude F. Brown.
Keokuk.....	14,008	William Aldrich.
Knoxville.....	3,190	J. M. Davis.
Le Mars.....	4,157	S. T. Neveln.
Manchester.....	2,758	J. S. Hilliard.
Maquoketa.....	3,570	R. M. Stookay.
Marion.....	4,400	O. M. Carson.
Marshalltown.....	13,374	A. Palmer.
Mason City.....	11,280	F. M. Hammitt.
Missouri Valley.....	3,187	A. W. Graham.
Mount Pleasant.....	3,874	C. W. Cronkshank.
Muscatine.....	16,178	Ira H. McIntire.
Mystic.....	2,663	H. Ostegaard.
Newton.....	4,616	H. P. Smith.
Oelwein.....	6,028	Silas W. Johnson.
Oskaloosa.....	9,466	O. P. Flower.
Ottumwa.....	22,012	H. E. Blackmar.
Pella.....	3,021	F. M. Frush.
Perry.....	4,630	F. L. Mahannah.
Red Oak.....	4,830	J. R. Inman.
Sheldon.....	2,941	E. S. Sells.
Shenandoah.....	4,976	C. F. Garrett.
Sioux City.....	47,828	M. G. Clark.
Spencer.....	3,006	E. W. Goetsch.
Storm Lake.....	2,428	
Valley Junction.....	2,573	J. S. Hofer.
Vinton.....	3,336	S. F. Browne.
Washington.....	4,308	J. L. Packer.
Waterloo:		
East Side.....	28,693	C. W. Kline.
West Side.....		A. T. Hukill.
Waverly.....	3,205	W. H. Ray.
Webster City.....	5,208	D. M. Kelly.
Winterset.....	2,818	David Williams.
KANSAS.		
Abilene.....	4,118	W. A. Stacey.
Anthony.....	2,669	E. C. Bechtold.
Arkansas City.....	7,508	John B. Heffelfinger.
Atchison.....	16,429	Nathan T. Veatch.
Beloit.....	3,082	W. O. Steen.
Caney.....	3,597	P. B. Humphry.
Chanute.....	9,272	John F. Hughes.
Cherryvale.....	4,804	N. A. Baker.
Clay Center.....	5,438	Emil Kratochvil.
Codleyville.....	12,687	Thomas Scott.
Columbus.....	3,064	J. M. Gilmore.
Concordia.....	4,415	J. E. Edgerton.
Council Grove.....	2,545	W. W. McConnell.
Dodge City.....	3,214	J. H. Clement.
Eldorado.....	3,129	J. W. Murphy.
Emporia.....	9,058	L. A. Lowther.
Fort Scott.....	10,463	H. D. Ramsey.
Frederick.....	3,040	A. I. Decker.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued

City.	Population census of 1910.	Superintendent or supervising principal.
KANSAS—continued.		
Frontenac.....	3,368	L. S. Minckley.
Galena.....	6,098	R. E. Long.
Garden City.....	3,178	R. J. Dumond.
Great Bend.....	4,622	A. L. Bell.
Herington.....	3,278	E. E. Mitchell.
Hiawatha.....	2,974	F. R. Aldrich.
Holton.....	2,842	E. W. Leamer.
Horton.....	3,600	Fred Thompson.
Humboldt.....	2,548	Chas. M. Hickey.
Hutchinson.....	16,364	J. O. Hall.
Independence.....	10,480	C. S. Risdon.
Iola.....	9,082	B. E. Lewis.
Junction City.....	5,568	Chas. A. Wagner.
Kansas City.....	82,331	M. E. Pearson.
Kingman.....	2,570	W. F. Shaw.
Larned.....	2,911	R. V. Phinney.
Lawrence.....	12,374	Raymond A. Kent.
Leavenworth.....	19,363	M. E. Moore.
Manhattan.....	5,722	E. B. Giff.
McPherson.....	3,546	R. W. Patwin.
Neodesha.....	2,872	H. P. Study.
Newton.....	7,862	B. F. Martin.
Olathe.....	3,272	E. N. Hill.
Oswatimie.....	4,046	S. D. Hendrix.
Ottawa.....	7,650	A. F. Senter.
Pacola.....	3,207	O. C. Graber.
Parsons.....	12,463	John F. Barnhill.
Pittsburg.....	14,755	John F. Bender.
Pratt.....	3,302	J. F. Reynolds.
Rosedale.....	5,960	Armon F. Vaughan.
Salina.....	9,688	W. S. Housner.
Topeka.....	43,684	H. B. Wilson.
Wellington.....	7,034	Gordon E. Bailey.
Wichita.....	52,450	L. W. Mayberry.
Winfield.....	6,700	J. W. Gowans.
KENTUCKY.		
Ashland.....	8,688	J. W. Bradner.
Bellevue (P. O. Newport).....	6,683	J. W. Ireland.
Bowling Green.....	9,178	T. C. Cherry.
Catlettsburg.....	3,520	J. O. Faulkner.
Central City.....	2,545	T. S. Williams.
Covington.....	53,270	H. S. Cox.
Cynthiana.....	3,603	R. I. Cord.
Danville.....	5,420	J. A. Canargey.
Dayton.....	6,979	L. N. Taylor.
Earlington.....	3,931	C. E. Dudley.
Frankfort.....	10,465	H. C. McKee.
Franklin.....	3,063	E. B. Weathers.
Fulton.....	2,575	J. C. Cheek.
Georgetown.....	4,533	T. C. Waller.
Henderson.....	11,452	J. W. Welch.
Hickman.....	2,736	J. M. Calvin.
Hopkinsville.....	9,419	J. W. Marion.
Lebanon.....	3,077	J. R. Sterrett.
Lexington.....	35,099	M. A. Cassidy.
Louisville.....	223,928	O. L. Reid.
Ludlow.....	4,163	W. D. Reynolds.
Madisonville.....	4,966	R. H. Gatton.
Mayfield.....	5,916	M. M. Faughender.
Maysville.....	6,141	W. J. Caplinger.
Middlesboro.....	7,806	F. A. Cosgrove.
Morganfield.....	2,725	R. A. Edwards.
Mount Sterling.....	3,982	W. O. Hopper.
Newport.....	30,309	W. P. King.
Nicholasville.....	2,935	Lee Kirkpatrick.
Owensboro.....	16,011	J. H. Risley.
Paducah.....	22,780	Ralph Yakel.
Paris.....	5,859	Thos. A. Hendricks.
Princeton.....	3,015	S. V. Medling.
Richmond.....	5,340	D. W. Bridges.
Russellville.....	3,111	W. N. Shackelford.
Shelbyville.....	3,412	H. H. Elliott.
Somerset.....	4,491	J. P. W. Brouse.
Winchester.....	7,156	O. H. Harris.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued

City.	Population census of 1910.	Superintendent or supervising principal.
LOUISIANA.		
Abbeville.....	2,907	E. A. Skillman.
Alexandria.....	11,213	C. C. Henson.
Baton Rouge.....	14,897	P. H. Griffith.
Bogalusa.....	1,800	J. F. Peters.
Covington.....	2,801	A. J. Park.
Crowley.....	5,099	J. W. Mobley.
Donaldsonville.....	4,090	R. S. Vickers.
Franklin.....	3,857	Charles Gott.
Hammond.....	2,942	A. J. Caldwell.
Houma.....	5,024	H. L. Bourgeois.
Jennings.....	3,925	W. P. Arnette.
Kentwood.....	3,609	Paul Weiss.
Lafayette.....	6,392	R. L. Jordan.
Lake Charles.....	11,449	James N. Yeager.
Minden.....	3,002	E. F. Dummel.
Monroe.....	10,209	Ernest L. Neville.
Morgan City.....	5,477	L. A. Law.
Natchitoches.....	2,532	
New Iberia.....	7,499	
New Orleans.....	339,075	Jos. M. Gwinn.
Opelousas.....	4,623	W. C. Perrault.
Patterson.....	2,998	P. C. Rogers, Jr.
Plaquemine.....	4,955	J. O. Ault.
Ruston.....	3,377	J. G. Ray.
Shreveport.....	28,015	C. E. Byrd.
Thibodaux.....	3,824	W. S. Lafargue.
Winnfield.....	2,925	J. L. Ligin.
MAINE.		
Auburn.....	15,064	H. H. Randall.
Augusta.....	13,211	Herman H. Stuart.
Bangor.....	24,808	D. L. Wormwood.
Bath.....	9,396	C. N. Flood.
Belfast.....	4,618	W. B. Woodbury.
Biddeford.....	17,079	I. Z. Allen.
Brewer.....	5,667	Fred W. Burrill.
Bridgton.....	2,660	F. E. Russell.
Brunswick.....	6,621	John H. Cone.
Calais.....	6,116	Barton Watson.
Camden.....	3,015	B. E. Packard.
Caribou.....	5,377	Richard J. Libby.
Dexter.....	3,530	Leland A. Ross.
East Livermore (P. O. Livermore Falls).....	2,641	Elmer H. Webber.
Eastport.....	4,961	W. H. Sturtevant.
Eden.....	4,441	Frank McGouldrick.
Ellsworth.....	3,549	William H. Patten.
Fairfield.....	4,435	Will O. Hersey.
Farmington.....	3,210	Joseph F. Burch.
Fort Fairfield.....	4,381	E. L. Turner.
Fort Kent.....	3,710	Joseph F. Cyr.
Gardiner.....	5,311	Leland A. Ross.
Hallowell.....	2,864	C. H. Abbott.
Houlton.....	5,845	Thomas P. Packard.
Kittery.....	3,533	I. J. Merry.
Lewiston.....	26,247	C. W. Bickford.
Lisbon (P. O. Lisbon Falls).....	4,116	A. B. Lord.
Lubec.....	3,363	W. H. Sturtevant.
Madison.....	3,379	L. W. Gerriah.
Millinocket.....	3,368	W. M. Marr.
Milo.....	2,556	F. L. Higgins.
Norway.....	3,002	True C. Morrill.
Old Town.....	6,317	Wm. D. Fuller.
Orono.....	3,555	Do.
Paris.....	3,436	M. C. Joy.
Pittsfield.....	2,891	O. H. Drake.
Portland.....	58,571	DeForest H. Perkins.
Presque Isle.....	5,179	W. O. Chase.
Rockland.....	8,174	Roscoe L. West.
Rumford.....	6,777	L. E. Williams.
Saco.....	6,583	T. T. Young.
Sanford.....	9,049	C. A. Record.
Skowhegan.....	5,341	L. W. Gerriah.
South Berwick.....	2,935	Blin Allen.
South Portland.....	7,471	S. M. Hamlin.
Waldoboro.....	2,556	V. V. Thompson.
Waterville.....	11,458	Chas. N. Perkins.
Westbrook.....	5,281	Prescott Keyes.
York.....	2,802	Eugene S. Foster.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
MARYLAND.		
Annapolis.....	8,609	Josephine Rurdan.
Baltimore.....	558,485	Charles J. Koch.
Bel Air.....	1,006	C. M. Wright.
Brunswick.....	3,721	Oscar M. Fogle.
Cambridge.....	6,407	James B. Noble.
Chestertown.....	2,735	Jefferson L. Smyth.
Crisfield.....	3,468	J. E. Gardiner.
Cumberland.....	21,839	W. M. Tinker.
Easton.....	3,083	C. A. McBride.
Elkton.....	2,487	E. B. Fockler.
Frederick.....	10,411	G. Lloyd Palmer.
Frostburg.....	6,028	S. R. Gould.
Hagerstown.....	16,507	Chas. E. Dryden.
Havre de Grace.....	4,212	J. Herbert Owens.
Pocomoke City.....	2,369	E. C. Fontaine.
Salisbury.....	6,690	J. M. Bennett.
Westernport.....	2,702	O. H. Bruce.
Westminster.....	3,295	C. H. Kolb.
MASSACHUSETTS.		
Abington.....	5,455	J. E. De Meyer.
Adams.....	13,036	Francis A. Bagnall.
Agawam.....	3,501	W. E. Gusher.
Amesbury.....	9,894	Edmund K. Arnold.
Amherst.....	5,112	J. D. Brooks.
Andover.....	7,301	H. C. Sanborn.
Arlington.....	11,187	George C. Minard.
Athol.....	8,536	W. S. Ward.
Attleboro.....	16,215	L. A. Fales.
Ayer.....	2,797	F. C. Johnson.
Barnstable.....	4,676	G. H. Galger.
Barre.....	2,967	Albert S. Cole.
Belmont.....	5,542	George P. Armstrong.
Beverly.....	18,650	S. H. Chase.
Billerica.....	2,789	E. C. Vining.
Blackstone.....	5,648	Harry Gardner.
Boston.....	670,585	Franklin B. Dyer.
Braintree.....	8,056	R. L. Wiggins.
Bridgewater.....	7,688	John E. De Meyer.
Brockton.....	56,878	John F. Scully.
Brookline.....	27,792	Geo. I. Aldrich.
Cambridge.....	104,839	Michael E. Fitzgerald.
Canton.....	4,797	J. C. Davis.
Cheimsford.....	5,010	Walter K. Putney.
Chelsea.....	32,452	Frank E. Farlin.
Chicopee.....	25,401	John C. Gray.
Clinton.....	13,075	Thomas F. Gibbons.
Concord.....	6,421	Wells A. Hall.
Dalton.....	3,558	H. L. Allen.
Danvers.....	9,407	Frederick B. Knight.
Dartmouth.....	4,378	L. F. Prior.
Dedham.....	9,284	Roderick W. Hine.
Dudley.....	4,267	E. W. Robinson.
East Bridgewater.....	3,363	Edgar H. Grout.
Easthampton.....	8,524	W. D. Miller.
Easton.....	5,139	Harrie J. Phipps.
Everett.....	33,484	Fairfield Whitney.
Fair Haven.....	5,122	Chas. F. Prior.
Fall River.....	119,295	H. L. Bellale.
Falmouth.....	3,144	Carl Holman.
Fitchburg.....	37,826	E. W. Robinson.
Foxborough.....	3,863	Ira A. Jenkins.
Framingham.....	12,948	Ernest W. Fellows.
Franklin.....	5,641	L. O. Cummings.
Gardner.....	14,699	Fordyce T. Reynolds.
Gloucester.....	24,398	T. M. Haines.
Grafton.....	5,705	Chester D. Stiles.
Great Barrington.....	5,926	Russell H. Bellows.
Greenfield.....	10,427	Winthrop P. Abbott.
Hardwick.....	3,524	Wm. H. Gilbert.
Haverhill.....	44,115	Clarence H. Dampsey.
Hingham.....	4,965	O. K. Collins.
Holbrook.....	57,730	S. F. Blodgett.
Holliston.....	2,711	Carroll H. Drown.
Holyoke.....	57,730	Francis McSherry.
Hudson.....	6,743	C. S. Lyman.
Hull.....	2,103	C. V. Nickerson.
Ipswich.....	5,777	Joseph I. Horton.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
MASSACHUSETTS—continued.		
Lawrence.....	85,392	Bernard M. Sheridan.
Lee.....	4,106	Jerome P. Fogwell.
Leicester.....	3,237	George B. Clark.
Lenox.....	3,060	C. A. Tucker.
Leominster.....	17,580	Wm. H. Perry.
Lexington.....	4,918	A. H. Carver.
Lowell.....	106,294	H. J. Molloy.
Ludlow.....	4,948	W. E. Gushee.
Lynn.....	80,336	Charles S. Jackson.
Malden.....	44,404	Farnsworth G. Marshall.
Manchester.....	2,673	John C. Mackin.
Mansfield.....	5,183	Ralph W. Westcott.
Marblehead.....	7,338	B. J. Merriam.
Marlboro.....	14,579	Ernest P. Carr.
Maynard.....	6,390	William H. Mullington.
Medfield.....	3,466	Albert S. Ames.
Medford.....	23,150	Fred H. Nickerson.
Medway.....	2,666	Carroll H. Drown.
Melrose.....	15,715	John C. Anthony.
Methuen.....	11,448	Edwin L. Haynes.
Middleboro.....	8,214	Charles H. Bates.
Milford.....	13,055	Almorin O. Caswell.
Millbury.....	4,740	C. C. Ferguson.
Milton.....	7,924	Herbert J. Chase.
Monson.....	4,758	F. A. Wheeler.
Montague.....	6,866	F. S. Brick.
Natick.....	9,866	Edgar L. Willard.
Needham.....	5,026	Nelson G. Howard.
New Bedford.....	90,652	Allen P. Keith.
Newburyport.....	14,949	William C. Moore.
Newton.....	39,806	Ulysses G. Wheeler.
North Adams.....	22,019	Burr J. Merriam.
Northampton.....	19,431	F. K. Congdon.
North Andover.....	5,529	Dana P. Dame.
North Attleboro.....	9,562	Robert J. Fuller.
Northbridge.....	8,807	S. A. Melcher.
North Brookfield.....	3,075	Fred C. Tenney.
Norton.....	2,544	Ira A. Jenkins.
Norwood.....	8,014	Austin H. Fitts.
Orange.....	5,282	W. E. Nims.
Palmer.....	8,610	Clifton H. Hobson.
Peabody.....	15,721	Albert Robinson.
Pepperell.....	2,953	A. R. Paull.
Pittsfield.....	32,121	Clair G. Persons.
Plymouth.....	12,141	Chas. A. Harris.
Provincetown.....	4,369	Chas. M. Pennell.
Quincy.....	32,642	Albert L. Barbour.
Randolph.....	4,301	S. F. Blodgett.
Reading.....	5,818	Adalbert L. Safford.
Revere.....	18,219	Geo. M. Bernis.
Rockland.....	6,928	Leon O. Merrill.
Rockport.....	4,211	W. F. Eldredge.
Salem.....	43,697	William W. Andrew.
Saugus.....	8,047	Clarence N. Flood.
Somerset.....	2,798	Chas. W. Walker.
Somerville.....	77,236	Charles S. Clark.
Southbridge.....	12,592	F. E. Corbin.
South Hadley.....	4,894	F. E. Whittemore.
Spencer.....	6,740	John J. Howard.
Springfield.....	88,926	James H. Van Sickle.
Stoneham.....	7,090	A. B. Webber.
Stoughton.....	6,316	L. W. Robbins.
Sutton.....	3,078	O. C. Evans.
Swampscott.....	6,204	Willard M. Whitman.
Taunton.....	34,259	Henry W. Harrub.
Templeton.....	3,756	A. M. Jones.
Uxbridge.....	4,671	C. L. Judkins.
Wakefield.....	11,404	Willard B. Atwell.
Walpole.....	4,892	E. S. Cobb.
Waltham.....	27,834	Wm. D. Parkinson.
Ware.....	8,774	G. W. Cox.
Wareham.....	4,102	H. N. Knox.
Warren.....	4,188	John Bacon.
Watertown.....	12,875	Wilfred H. Price.
Webster.....	11,509	Wm. F. Sims.
Wellesley.....	5,413	S. Monroe Graves.
Westboro.....	5,446	Thos. S. Grindle.
Westfield.....	16,044	C. Edward Fisher.
Westford.....	2,851	Frank H. Hill.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
MASSACHUSETTS—continued.		
West Springfield.....	9,224	J. R. Faussey.
Weymouth.....	12,896	Parker T. Pearson.
Whitman.....	7,292	Elwood T. Wymen.
Williamstown.....	3,708	W. R. Howard.
Winchendon.....	5,678	Albert J. Childester.
Winchester.....	9,309	Schuyler F. Herron.
Winthrop.....	10,132	Frank A. Douglas.
Woburn.....	15,308	George I. Clapp.
Worcester.....	145,986	Homer P. Lewis.
MICHIGAN.		
Adrian.....	10,763	Carl H. Griffey.
Albion.....	5,833	L. W. Fast.
Allegan.....	3,419	A. H. Robertson.
Alma.....	2,757	A. F. Schultz.
Alpena.....	12,706	Robert D. Ford.
Ann Arbor.....	14,817	H. M. Slauson.
Battle Creek.....	25,267	W. G. Coburn.
Bay City.....	45,166	Frank A. Gause.
Belding.....	4,119	J. A. Langston.
Benton Harbor.....	9,185	F. A. Jensen.
Bessemer.....	4,583	C. E. Cobb.
Big Rapids.....	4,519	Don Harrington.
Boysse City.....	5,218	A. G. Stead.
Cadillac.....	8,375	G. A. McGee.
Calumet.....	32,845	E. J. Hall.
Charlotte.....	4,886	Chas. H. Carrick.
Cheboygan.....	6,859	W. L. Barr.
Coldwater.....	5,945	T. E. Johnson.
Crystal Falls.....	3,775	W. D. Hill.
Detroit.....	465,766	Charles E. Chadsey.
Dowagiac.....	5,068	A. F. Frazee.
East Jordan.....	2,516	L. P. Holliday.
Escanaba.....	13,194	F. E. King.
Flint.....	38,550	A. N. Cody.
Gladstone.....	4,211	E. J. Willman.
Grand Haven.....	5,856	Arthur Dondineau.
Grand Ledge.....	2,893	Jonas Sawdon.
Grand Rapids.....	112,571	Wm. A. Greeson.
Greenville.....	4,045	A. R. Shigley.
Hamtramck.....	3,559	E. G. Van Deventer.
Hancock.....	8,981	H. D. Lee.
Hastings.....	4,383	E. J. Lederle.
Highland Park.....	4,120	T. J. Knapp.
Hillsdale.....	5,001	S. J. Gier.
Holland.....	10,490	E. E. Fell.
Houghton.....	5,113	J. A. Doelle.
Ionia.....	5,030	A. A. Rather.
Iron Mountain.....	9,216	M. B. Travis.
Ironwood.....	12,821	E. T. Duffield.
Ishpeming.....	12,448	C. L. Phelps.
Jackson.....	31,423	E. O. Marsh.
Kalamazoo.....	39,437	Ellis H. Drake.
Lansing.....	31,229	J. W. Sexton.
Lapeer.....	3,946	E. E. Irwin.
Ludington.....	9,132	R. H. McIntosh.
Manistee.....	12,381	S. W. Baker.
Manistiquia.....	4,722	T. W. Clemo.
Marine City.....	3,770	R. Hazelton.
Marquette.....	11,503	A. R. Watson.
Marshall.....	4,236	William E. Olds.
Menominee.....	10,507	John L. Silvernale.
Midland.....	2,527	J. B. Mott.
Monroe.....	6,893	E. E. Gallup.
Mount Clemens.....	7,707	Arthur S. Hudson.
Mount Pleasant.....	3,972	G. E. Ganiard.
Munising.....	2,952	E. L. Abell.
Muskegon.....	24,062	Shattuck O. Hartwell.
Negaunee.....	8,460	Orr Schurtz.
Niles.....	5,156	O. W. Haisley.
Norway.....	4,974	C. J. Borchardt.
Onaway.....	2,702	C. T. Milner.
Otsego.....	2,812	Charles R. Johnson.
Owosso.....	9,639	M. W. Longman.
Petoskey.....	4,778	J. W. Kelder.
Pontiac.....	14,532	G. L. Jenner.
Port Huron.....	18,863	W. F. Lewis.
River Rouge.....	4,163	Alex McDonald.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
MICHIGAN—continued.		
Saginaw:		
East Side.....	50,510	Eugene C. Warriner.
West Side.....		Phil Huber.
St. Clair.....	2,633	Phillip M. Keen.
St. Johns.....	3,154	Frank P. Buck.
St. Joseph.....	5,986	E. P. Clarke.
Sault Ste. Marie.....	12,615	George G. Malcolm.
South Haven.....	3,577	T. E. Hook.
Sturgis.....	3,635	Carl N. Ferner.
Three Rivers.....	5,072	F. W. Crawford.
Traverse City.....	12,115	Leon L. Tyler.
Wyandotte.....	8,287	Hiram C. Daley.
Ypsilanti.....	6,230	W. B. Arbaugh.
MINNESOTA.		
Albert Lea.....	6,192	C. C. Baker.
Alexandria.....	3,001	F. M. Yockey.
Anoka.....	3,972	F. H. Koos.
Arntin.....	6,960	H. E. Wheeler.
Bemidji.....	5,069	W. P. Dyer.
Brainerd.....	8,536	W. C. Cobb.
Chisholm.....	7,684	J. P. Vaughan.
Cloquet.....	7,081	Peter Oleson.
Crookston.....	7,559	G. H. Sanberg.
Detroit.....	2,807	Charles E. Chadsey.
Duluth.....	78,466	Kremer, J. Hoke.
East Grand Forks.....	2,533	F. E. Lurton.
Ely.....	3,572	H. E. White.
Evaleth.....	7,086	C. H. Barnes.
Fairmont.....	2,958	H. E. Wolfe.
Faribault.....	9,001	Jno. Munroe.
Fergus Falls.....	6,887	Joseph G. Norby.
Hastings.....	3,963	Paul R. Spencer.
Hibbing.....	8,832	Claude C. Alexander.
Hopkins.....	1,648	R. J. Mayo.
Lake City.....	3,142	C. W. Brown.
Little Falls.....	6,078	F. W. Dobbryn.
Luverne.....	2,540	H. C. Bell.
Mankato.....	10,365	F. J. Sperry.
Melrose.....	2,591	E. J. Sweeney.
Minneapolis.....	301,408	Bennett B. Jackson.
Montevideo.....	3,056	J. J. Bohlander.
Moorhead.....	4,840	H. B. Edwards.
New Ulm.....	5,648	H. C. Hess.
Northfield.....	3,265	M. P. Forbes.
Owatonna.....	5,658	W. B. Thornburgh.
Red Wing.....	9,048	O. W. Herr.
Rochester.....	7,844	H. A. Johnson.
St. Cloud.....	10,000	Charles H. Maxson.
St. Paul.....	214,744	Ernest C. Hartwell.
St. Peter.....	4,176	Emily Brown.
South St. Paul.....	4,510	D. F. Hickey.
Staples.....	2,558	W. G. Bolcom.
Stillwater.....	10,198	J. C. Davies.
Thief River Falls.....	3,714	J. H. Hay.
Two Harbors.....	4,990	C. E. Campton.
Virginia.....	10,473	P. P. Colgrove.
Wabasha.....	2,622	L. U. Towle.
Waseca.....	3,054	M. L. Jacobson.
West Minneapolis.....	3,022	R. J. Mayo.
West St. Paul.....	2,650	J. W. Klinker.
Willmar.....	4,135	G. A. Foster.
Winona.....	18,583	J. V. Voorhees.
MISSISSIPPI.		
Aberdeen.....	3,708	J. O. Donaldson.
Bay St. Louis.....	5,388	J. M. Consley.
Biloxi.....	8,049	Ned Koehner.
Brookhaven.....	5,203	B. T. Schumpert.
Canton.....	3,929	H. M. Ivy.
Clarksdale.....	4,079	H. B. Haldieburg.
Collins.....	2,581	D. D. Cameron.
Columbus.....	8,989	J. C. Meadows.
Corinth.....	5,020	F. C. Jenkins.
Grenada.....	2,814	A. B. Campbell.
Greenville.....	9,610	E. E. Bass.
Greenwood.....	5,836	C. E. Saunders.
Gulfport.....	6,386	I. T. Gilmer.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
MISSISSIPPI—continued.		
Hattiesburg.....	11,733	F. B. Woodley.
Jackson.....	21,202	E. L. Bailey.
Laurel.....	5,406	R. H. Watkins.
McComb.....	6,237	W. C. Williams.
Meridian.....	23,286	D. C. Hull.
Moss Point.....	3,054	R. D. Peets.
Natches.....	11,791	J. H. Owings.
Okolona.....	2,584	W. M. Cox.
Pascagoula.....	3,379	S. P. Walker.
Starkville.....	2,096	R. C. Morris.
Tupelo.....	3,881	J. C. Windham.
Vicksburg.....	20,814	J. P. Carr.
Water Valley.....	4,375	C. S. Bigham.
West Point.....	4,864	J. W. Woodward.
Winona.....	2,512	O. A. Shaw.
Yazoo City.....	6,796	W. W. Lookard.
MISSOURI.		
Anchorage.....	4,148	C. W. Anderson.
Boonville.....	4,282	C. E. Crane.
Brookfield.....	5,749	Andrew Jackson.
Butler.....	2,894	J. O. Henderson.
Cameron.....	2,980	W. C. Urban.
Cape Girardeau.....	3,475	J. N. Crocker.
Cartersville.....	4,539	W. L. Conrod.
Carthage.....	9,453	W. C. Barnes.
Caruthersville.....	3,655	J. E. Howard.
Charleston.....	3,144	Geo. W. Kirk.
Chillicothe.....	6,265	R. L. Threlkeld.
Clinton.....	4,992	Arthur Lee.
Columbia.....	9,662	J. E. McPherson.
De Soto.....	4,721	W. L. Smith.
Eldorado Springs.....	2,503	W. S. Dade.
Excelsior Springs.....	3,900	G. W. Diemer.
Farmington.....	2,613	W. L. Johns.
Fayette.....	2,586	R. W. Adkisson.
Fiat River.....	5,112	J. U. White.
Fredericktown.....	2,632	E. O. Wiley.
Fulton.....	5,228	J. T. Bush.
Hannibal.....	18,841	Livingstone McCartney.
Higginsville.....	2,628	D. W. Branan.
Independence.....	9,859	W. L. C. Palmer.
Jefferson City.....	11,850	Samuel A. Baker.
Joplin.....	32,073	Joseph Sparks.
Kansas City.....	248,881	Ira I. Cammack.
Kennett.....	3,033	A. R. Curry.
Kirksville.....	6,347	Charles Banks.
Kirkwood.....	4,191	Nelson Kerr.
Lexington.....	5,242	B. M. Little.
Liberty.....	2,980	Geo. H. Beasley.
Louisiana.....	4,454	R. R. Rowley.
Macon.....	3,584	S. E. Seaton.
Maplewood.....	4,976	J. Richmond.
Marceline.....	3,920	F. E. Bridwell.
Marshall.....	4,869	W. M. Westbrook.
Maryville.....	4,762	J. M. McDonald.
Mexico.....	5,939	H. A. Pryor.
Moberly.....	10,923	E. M. Sipple.
Monett.....	4,177	M. J. Hale.
Neosho.....	3,661	E. H. Newcomb.
Nevada.....	7,176	F. H. Barbee.
Poplar Bluff.....	6,916	W. D. Grove.
Rich Hill.....	2,755	Roy D. Brown.
Richmond.....	3,664	W. S. Drace.
St. Charles.....	9,437	Joseph Herring.
St. Joseph.....	77,403	Vernon G. Mays.
St. Louis.....	687,029	John W. Withers.
Sedalia.....	17,822	John P. Gass.
Sikeston.....	3,327	E. D. Lee.
Springfield.....	35,201	W. W. Thomas.
Trenton.....	5,656	A. C. Gwinn.
Warrensburg.....	4,689	Edward Beatty.
Washington.....	3,670	F. H. Hoff.
Webb City.....	11,817	C. A. Greene.
Webster Groves.....	7,080	Frank Hamsher.
Wellston.....	7,312	Ernest F. Bush.
West Plains.....	2,914	J. W. Pierce.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
MONTANA.		
Anaconda.....	10,134	W. K. Dwyer.
Billings.....	10,081	W. H. Nye.
Bozeman.....	5,107	R. J. Cunningham.
Butte.....	39,165	W. E. Maddock.
Deer Lodge.....	2,570	O. D. Speer.
Great Falls.....	13,948	S. D. Largent.
Havre.....	3,624	N. C. Abbott.
Helena.....	12,515	John Dietrich.
Kalispell.....	5,549	W. D. Swetland.
Lewistown.....	2,992	A. A. Franzke.
Livingston.....	5,359	B. A. Winans.
Miles City.....	4,697	J. A. Burger.
Missoula.....	12,869	J. U. Williams.
Red Lodge.....	4,860	A. C. Carlson.
NEBRASKA.		
Alliance.....	3,105	W. R. Pate.
Auburn.....	2,729	S. E. Clark.
Aurora.....	2,680	J. A. Doremus.
Beatrice.....	9,356	A. J. Stoddard.
Blair.....	2,584	W. H. Myers.
Chadron.....	2,687	E. E. Hays.
Columbus.....	5,014	R. M. Campbell.
Fairbury.....	5,294	W. H. Morton.
Falls City.....	3,255	B. H. Groves.
Fremont.....	8,718	A. H. Waterhouse.
Grand Island.....	10,326	Robert J. Barr.
Hastings.....	9,538	T. W. B. Everhart.
Havlock.....	2,680	A. J. Stoddard.
Holdrege.....	3,030	Dell Gibson.
Kearney.....	6,202	A. L. Caviness.
Lincoln.....	43,973	Jesse H. Newton.
McCook.....	3,765	W. T. Davis.
Nebraska City.....	5,488	W. G. Brooks.
Norfolk.....	6,025	J. M. Showalter.
North Platte.....	4,793	Wilson Tout.
Omaha.....	150,355	J. H. Beveridge.
Plattsmouth.....	4,287	G. E. De Wolf.
University Place.....	3,200	L. I. Frisbie.
Wymore.....	2,613	George E. Lee.
York.....	6,235	J. B. Crabbe.
NEVADA.		
Carson City.....	2,466	W. J. Hunting.
Elko.....	1,677	F. G. McWhinney.
Ely.....	2,055	S. D. Eswine.
Goldfield.....	4,538	W. H. Weslar.
McGill.....	1,804	R. R. Bell.
Reno.....	10,867	B. D. Billinghamurst.
Sparks.....	2,500	C. H. Meeker.
Tonopah.....	3,900	Geo. L. Dilworth.
NEW HAMPSHIRE.		
Berlin.....	11,780	Harry L. Moore.
Claremont.....	7,529	Allen C. Cummings.
Concord.....	21,497	Louis J. Rundlett.
Conway.....	3,413	A. J. Knowlton.
Derry.....	5,123	Charles W. Cutts.
Dover.....	13,247	Frank Damon.
Exeter.....	4,897	M. S. Brooks.
Farmington.....	2,621	F. U. Landman.
Franklin.....	6,132	George A. Keith.
Haverhill.....	3,498	Norman J. Page.
Keene.....	10,068	Eugene Tuttle.
Laconia.....	10,183	Joseph H. Bladsdell.
Lebanon.....	5,718	T. A. Roberts.
Littleton.....	4,069	Guy E. Spears.
Manchester.....	70,063	Herbert F. Taylor.
Milford.....	3,939	A. L. Smith.
Nashua.....	26,005	James H. Fassett.
Newport.....	3,675	E. H. S. Ellingwood.
Pembroke.....	3,062	Henry S. Roberts.
Portsmouth.....	11,269	James N. Pringle.
Rochester.....	8,868	Charles A. Breck.
Somersworth.....	6,704	Edward H. Leonard.
Walpole.....	2,668	E. J. Best.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
NEW YORK—continued.		
Gloversville.....	20,642	James A. Estee.
Goshen.....	5,081	Montgomery C. Smith.
Gouverneur.....	4,128	Alfred C. Ramsay.
Granville.....	3,920	R. E. Brown.
Green Island.....	4,737	James Heatly.
Greenport.....	3,089	Seward S. Travis.
Hastings-upon-Hudson.....	4,552	H. H. Murphy.
Haverstraw.....	5,669	L. O. Markham.
Hempstead.....	4,964	T. Peck Calkins.
Herkimer.....	7,520	Geo. M. Elmdendorf.
Homer.....	2,695	J. M. Round.
Hoosick Falls.....	5,232	Clyde Harvey.
Hornell.....	13,617	F. R. Neild.
Hudson.....	11,417	Charles S. Williams.
Hudson Falls.....	5,189	Geo. A. Ingalls.
Ilion.....	6,588	H. M. Schwartz.
Ithaca.....	14,802	Frank D. Boynton.
Jamestown.....	31,297	R. E. Rogers.
Johnson City.....	3,775	Frank M. Smith.
Johnstown.....	10,447	Erle L. Ackley.
Kingston.....	25,908	Myron J. Michael.
Lackawanna.....	14,549	A. H. Mathewson.
Lancaster.....	4,364	P. J. Zellman.
Le Roy.....	3,771	Earl B. Taylor.
Little Falls.....	12,773	E. D. Henry.
Lockport.....	17,970	Emmet Belknap.
Lowville.....	2,940	M. D. Merring.
Lyons.....	4,480	W. H. Kinney.
Malone.....	6,467	R. M. Northrup.
Mamaroneck.....	5,699	Arthur F. Boothby.
Massena.....	2,951	D. H. Naylor.
Mechanicville.....	6,634	E. H. Burdick.
Medina.....	5,683	Paul B. Merriman.
Middletown.....	15,313	James K. Tuthill.
Mount Kisco.....	2,802	Ezra W. Benedict.
Mount Morris.....	2,782	R. W. Sherman.
Mount Vernon.....	30,919	William H. Holmes.
Newark.....	6,227	William M. Fort.
Newburgh.....	27,805	Geo. F. Hall.
New Rochelle.....	28,867	Albert Leonard.
New York.....	4,766,883	William H. Maxwell.
Niagara Falls.....	30,445	John B. Laidlaw.
North Tarrytown.....	5,421	Charles A. Benedict.
North Tonawanda.....	11,955	Richard A. Searing.
Norwich.....	7,422	Stanford J. Gibson.
Nyack.....	4,619	H. J. Wightman.
Ogdensburg.....	15,933	Francis C. Byrn.
Olean.....	14,743	D. E. Batcheller.
Oneida.....	8,317	Daniel Keating.
Oneonta.....	9,491	George J. Dann.
Ossining.....	11,480	William H. Ryan.
Oswego.....	23,368	Charles W. Richards.
Owego.....	4,633	I. S. Carroll.
Patchogue.....	3,824	Wellington E. Gordon.
Peekskill:		
District No. 7.....		
District No. 8.....	15,245	Fred J. Bohlmann.
Penn Yan.....	4,597	A. D. Dunbar.
Perry.....	4,388	W. E. De Melt.
Plattsburg.....	11,138	Wm. H. McClelland.
Port Chester.....	12,809	F. K. Watson.
Port Jervis.....	9,564	Elmer S. Redman.
Potsdam.....	4,036	A. H. Naylor.
Poughkeepsie.....	27,936	A. N. Roberts.
Rensselaer.....	10,711	S. R. Shear.
Rochester.....	218,149	Walter T. Clark.
Rockville Center.....	3,367	H. S. Weet.
Rome.....	20,497	W. S. Covert.
Sag Harbor.....	3,408	George R. Staley.
St. Johnsville.....	2,536	Theodore F. Rupp.
Salamanca.....	5,792	John R. Palmer.
Saranac Lake.....	4,983	A. W. Fortune.
Saratoga Springs.....	12,663	H. V. Littell.
Saugerties.....	3,929	Charles L. Mosher.
Schenectady.....	72,826	E. A. Van Slyke.
Scotia.....	2,957	O. W. Kuolt.
Seneca Falls.....	2,957	R. M. Weldler.
Sidney.....	6,588	Frederick J. Medden.
Silver Creek.....	2,507	Herbert Preston.
	2,512	Herbert E. Perkins.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
NEW YORK—continued.		
Solvay.....	5,139	Roy B. Kelley.
Southampton.....	2,509	John G. Peck.
Suffern.....	2,663	Aretus P. Burroughs.
Syracuse.....	137,249	Percy M. Hughes.
Tarrytown.....	5,600	L. V. Case.
Tonawanda.....	8,290	Frank K. Sutley.
Troy:		
Union district.....		[Arvie Eldred.
Lansingburgh district.....	76,813	Neil K. White.
Tuckahoe.....	2,722	Miss M. M. Horan.
Tupper Lake.....	3,067	M. A. Shaw.
Utica.....	74,419	John A. De Camp.
Walden.....	4,004	F. L. Smith.
Walton.....	3,103	Clyde P. Wells.
Wappingers Falls.....	3,195	J. L. Humbert.
Warsaw.....	3,206	George W. Glasier.
Waterford.....	3,245	L. W. Bills.
Waterloo.....	3,931	Junius D. Meeker.
Watertown.....	26,730	Frank S. Tisdale.
Watervliet.....	15,074	Hugh H. Lansing.
Watkins.....	2,817	John A. Beers.
Waverly.....	4,555	P. C. Meserve.
Wellsville.....	4,382	Howard G. Burdge.
Westfield.....	2,985	Preston K. Pattison.
Whitehall.....	4,917	H. H. Lamberton.
White Plains.....	15,949	John W. Lumbard.
Yonkers.....	79,803	Charles E. Gorton.
NORTH CAROLINA.		
Asheville.....	18,762	Harry Howell.
Belhaven.....	2,863	W. J. Justus.
Burlington.....	4,808	Albert H. King.
Charlotte.....	34,014	H. P. Harding.
Concord.....	8,715	A. S. Webb.
Durham.....	18,241	Edwin D. Pusey.
Edenton.....	2,789	M. L. Wright.
Elizabeth City.....	8,412	S. H. Spragins.
Fayetteville.....	7,045	W. S. Snipes.
Gastonia.....	5,759	Joe S. Wray.
Goldsboro.....	6,107	C. V. Neuffer.
Graham.....	2,504	C. W. Rankin.
Greensboro.....	15,895	Frederick Archer.
Greenville.....	4,101	Hoy Taylor.
Henderson.....	4,603	
Hendersonville.....	2,818	George W. Bradshaw.
Hickory.....	3,716	C. E. McIntosh.
High Point.....	9,525	W. M. Marr.
Kinston.....	6,995	Kader B. Curtis.
Lenoir.....	3,364	Horace Siak.
Lexington.....	4,163	O. V. Woosley.
Monroe.....	4,082	R. W. Allen.
Mooreville.....	3,400	W. C. Atriall.
Morganton.....	2,712	A. C. Kerley.
Mount Airy.....	3,844	C. M. Staley.
Newbern.....	9,961	H. B. Smith.
Oxford.....	3,018	G. B. Phillips.
Raleigh.....	19,218	Frank M. Harper.
Raksville.....	4,828	T. Wingate Andrews.
Rocky Mount.....	8,051	R. M. Wilson.
Salisbury.....	7,153	A. T. Allen.
Shelby.....	3,127	R. T. Howerton.
Statesville.....	4,599	D. Matt. Thompson.
Tarboro.....	4,129	R. H. Bachman.
Thomasville.....	3,877	J. N. Hauss.
Washington.....	6,211	C. M. Campbell, jr.
Wilmington.....	25,748	Jno. J. Blair.
Wilson.....	6,717	Charles L. Coon.
Winston-Salem.....	17,167	R. H. Latham.
NORTH DAKOTA.		
Bismarck.....	5,443	J. M. Martin.
Devils Lake.....	5,157	Nelson Sauvain.
Dickinson.....	3,678	P. S. Berg.
Fargo.....	14,331	Arthur Deamer.
Grafton.....	2,229	W. J. Hoover.
Grand Forks.....	12,478	J. Nelson Kelly.
Jamestown.....	4,358	Norman C. Koontz.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
NORTH DAKOTA—continued.		
Kanmare.....	1,437	Louis P. Linn.
Mandan.....	3,873	C. L. Love.
Minot.....	6,188	Bruce Francis.
Valley City.....	4,606	G. W. Hanna.
Wahpeton.....	2,467	Martha T. Fulton.
Williston.....	3,124	L. A. White.
OHIO.		
Akron.....	69,067	H. V. Hotchkiss.
Alliance.....	15,063	B. F. Stanton.
Ashland.....	6,796	John A. McDowell.
Ashtabula.....	18,266	H. C. Dieterich.
Athens.....	5,463	Geoffrey F. Morgan.
Barberton.....	9,410	U. L. Light.
Barnevillle.....	4,233	August H. Denbrock.
Bellaire.....	12,946	Charles S. McVay.
Bellefontaine.....	8,238	R. J. Kiefer.
Bellevue.....	5,200	C. C. Garman.
Berea.....	2,609	H. B. Albery.
Bowling Green.....	5,222	W. P. Starkey.
Bridgeport.....	3,974	S. A. Gillett.
Bryan.....	3,641	J. W. Wyandt.
Bucyrus.....	8,122	W. W. Borden.
Byesville.....	3,156	J. S. Talbott.
Cambridge.....	11,327	W. E. Arter.
Canton.....	50,217	John K. Baxter.
Celina.....	3,493	J. W. Pogue.
Chicago Junction.....	2,950	W. C. Kramer.
Chillicothe.....	14,508	F. J. Prout.
Cincinnati.....	363,591	Randall J. Condon.
Circleville.....	6,744	W. T. Trump.
Cleveland.....	560,663	F. E. Spaulding.
Cleveland Heights.....	2,965	James W. McLane.
Clyde.....	2,815	A. J. Love.
Columbus.....	181,511	John H. Francis.
Conneaut.....	8,319	E. D. Williamson.
Cooshocton.....	9,603	C. E. Bryant.
Crestline.....	3,807	A. G. Welshimer.
Crooksville.....	3,028	E. D. Bates.
Cuyahoga Falls.....	4,020	W. H. Richardson.
Dayton.....	116,577	Frank W. Miller.
Defiance.....	7,327	E. W. Howey.
Delaware.....	9,076	William McK. Vance.
Delphos.....	5,088	Hugh R. Hick.
Dover.....	6,621	J. C. Steers.
Dennison.....	4,006	W. H. Angel.
East Cleveland.....	9,179	W. H. Kirk.
East Liverpool.....	20,387	F. A. Geiger.
East Palestine.....	3,537	A. D. Ladd.
East Youngstown.....	4,972	W. M. Coursen.
Eaton.....	3,187	John O'Leary.
Elmwood Place.....	3,423	W. S. Eversull.
Elyria.....	14,825	F. M. Shelton.
Findlay.....	14,858	I. F. Matteson.
Fostoria.....	9,597	F. H. Warren.
Franklin.....	2,659	F. B. Harris.
Fremont.....	9,930	F. P. Timmons.
Gallion.....	7,214	J. J. Phillips.
Gallipolis.....	5,560	O. B. Clifton.
Geneva.....	2,496	C. E. Webb.
Girard.....	3,736	H. L. Cash.
Glouster.....	2,537	M. O. Davis.
Greenfield.....	4,228	E. W. Patterson.
Greenville.....	6,237	Minor McCool.
Hamilton.....	25,279	Darrell Joyce.
Hillsboro.....	4,296	Pearce McMullen.
Ironton.....	13,147	C. E. McCorkle.
Jackson.....	5,468	James Edgar Kinnison.
Kent.....	4,488	Forrest B. Bryant.
Kenton.....	7,185	N. E. Hutchinson.
Lakewood.....	15,181	C. P. Lynch.
Lancaster.....	13,093	J. R. Clements.
Lebanon.....	2,698	C. A. Bruner.
Leetonia.....	2,665	J. M. May.
Lima.....	30,508	J. E. Collins.
Lisbon.....	3,084	Wm. H. Geiger.
Lockland.....	3,439	C. F. Sharp.
Logan.....	4,850	L. I. Morse.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
OHIO—continued.		
London.....	3,530	W. H. Rice.
Lorain.....	28,883	D. J. Boone.
Mansfield.....	20,768	H. H. Helter.
Marietta.....	12,923	B. A. Skinner.
Marion.....	18,232	Henry A. Hartman.
Martins Ferry.....	9,133	W. A. Walls.
Marysville.....	3,576	L. B. Demorest.
Massillon.....	13,879	Lewis Edwin York.
Medina.....	2,734	W. E. Conkle.
Miamisburg.....	4,271	Harris V. Kle.
Middleport.....	3,194	A. W. McKay.
Middletown.....	13,152	R. W. Solomon.
Mingo Junction.....	4,049	Frank Lintin.
Montpelier.....	2,759	C. R. Dustin.
Mount Vernon.....	9,087	P. C. Zemer.
Napoleon.....	4,007	E. H. Brown.
Nelsonville.....	6,082	E. R. Rike.
Newark.....	25,404	Wilson Hawkins.
New Comerstown.....	2,943	E. E. Smock.
New Lexington.....	2,559	Carl G. Pemberton.
New Philadelphia.....	8,542	Charles F. Limbach.
Niles.....	8,361	W. C. Campbell.
North Baltimore.....	2,503	J. O. Grimes.
Norwalk.....	7,858	C. C. Patterson.
Norwood.....	16,185	W. S. Cadman.
Orrville.....	4,365	Howard L. Rawdon.
Painesville.....	3,101	M. C. Avery.
Piqua.....	5,501	C. C. Underwood.
Pomeroy.....	13,338	Geo. C. Dietrich.
Port Clinton.....	4,023	C. T. Coates.
Portsmouth.....	3,007	C. M. Carrick.
Ravenna.....	23,451	Frank Appel.
Reading.....	5,310	E. O. Trescott.
St. Bernard.....	3,985	J. E. Britton.
St. Marys.....	5,002	J. L. Trisler.
Salem.....	5,732	C. C. McBroom.
Sandusky.....	8,943	John S. Alan.
Shelby.....	19,989	Walter S. Edmund.
Sidney.....	4,903	W. H. Maurer.
Springfield.....	6,607	Herbert R. McVay.
Steubenville.....	46,921	Geo. E. McCord.
Struthers.....	22,391	Robert L. Ervin.
Tiffin.....	3,870	W. P. Moody.
Toledo.....	11,894	Charles A. Krout.
Troy.....	168,497	William B. Guiteau.
Turkey.....	4,271	T. J. Williams.
Uhrichsville.....	6,122	Charles W. Cookson.
Urbana.....	4,751	L. E. Everett.
Van Wert.....	7,739	I. N. Keyser.
Wadsworth.....	7,157	David B. Clark.
Wapakoneta.....	3,073	A. W. Elliott.
Warren.....	5,349	F. E. Reynolds.
Washington C. H.....	11,081	H. B. Turner.
Wauseon.....	7,277	Wm. McClair.
Wellston.....	2,650	M. L. Allstetter.
Wellsville.....	6,875	S. H. Maharry.
Wilmington.....	7,789	A. D. Horton.
Woodsfield.....	4,491	E. P. West.
Wooster.....	2,502	R. C. Maston.
Xenia.....	6,136	George C. Maurer.
Youngstown.....	8,706	J. R. Patterson.
Zanesville.....	79,066	N. H. Chaney.
	28,026	W. C. Bowers.
OKLAHOMA.		
Ada.....	4,349	J. E. Hickman.
Altus.....	4,821	W. H. Decker.
Alva.....	3,688	Guy M. Lisk.
Anadarko.....	3,439	W. H. Bishop.
Ardmore.....	8,618	C. W. Richards.
Bartlesville.....	6,181	F. W. Wenner.
Blackwell.....	3,266	A. J. Lovett.
Chickasha.....	10,320	William F. Ramey.
Claremore.....	2,896	Mrs. Mary A. Davis.
Clinton.....	2,781	C. E. Grady.
Durant.....	5,380	Geo. C. Rorie.
Elk City.....	3,165	Arthur L. Richards.
El Reno.....	7,872	C. M. Lueb.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
OKLAHOMA—continued.		
Enid.....	13,799	E. D. Price.
Frederick.....	3,027	J. O. Shaw.
Guthrie.....	11,664	Thos. Scott.
Hartshorne.....	2,963	T. J. Weatherall.
Hobart.....	3,845	D. E. Bartlett.
Hugo.....	4,582	H. G. Bennett.
Kingfisher.....	2,538	J. E. Arendell.
Krebs.....	2,894	T. W. Lanham.
Lawton.....	7,788	Hugh A. Carroll.
Mangum.....	3,667	R. M. Caldwell.
McAlester.....	12,954	W. G. Masterson.
Miami.....	2,907	M. R. Floyd.
Muskogee.....	25,378	Edwin S. Monroe
Norman.....	3,724	N. H. Edwards.
Nowata.....	3,672	H. C. Fisk.
Oklahoma.....	64,305	J. A. Whitford.
Oklmulgee.....	4,176	S. H. Wood.
Pauls Valley.....	2,689	John T. Butcher.
Pawhuska.....	2,776	Wm. M. Sinclair.
Perry.....	3,133	A. I. Fleming.
Ponca.....	2,521	J. N. Hamilton.
Purcell.....	2,740	F. M. Kimes.
Sapulpa.....	8,283	E. B. Gardner.
Shawnee.....	12,474	Hugh G. Faust.
Stillwater.....	3,444	G. W. Dunlavy.
Sulphur.....	3,684	S. A. Hamilton.
Tablequah.....	2,891	W. T. Scott.
Tulsa.....	18,182	E. E. Oberholtzer.
Vinita.....	4,062	C. N. Peak.
Wagoner.....	4,018	R. Richard Robertson.
Walters.....	1,377	M. L. Cotton.
Waurika.....	2,928	D. T. Smith.
Weatherford.....	2,118	K. W. Harris.
Woodward.....	2,666	G. C. Wakefield.
OREGON.		
Albany.....	4,275	C. W. Bosticher.
Ashland.....	5,020	Geo. A. Briscoe.
Astoria.....	9,599	H. L. Hussong.
Baker.....	6,742	A. C. Strange.
Corvallis.....	4,552	J. M. Powers.
Eugene.....	9,009	W. R. Rutherford.
Grants Pass.....	3,897	J. G. Imel.
Klamath Falls.....	2,788	R. H. Dumber.
La Grande.....	4,843	A. C. Hampton.
McMinnville.....	2,400	G. W. Hug.
Marshfield.....	2,980	F. A. Tiedgen.
Medford.....	8,840	V. Meldo Hillis.
Oregon City.....	4,287	F. J. Toose.
Pendleton.....	4,460	A. T. Park.
Portland.....	207,214	L. R. Alderman.
Roseburg.....	4,788	Aubrey G. Smith.
Salem.....	14,094	J. W. Todd.
The Dalles.....	4,880	S. W. Moore.
PENNSYLVANIA.		
Allentown.....	51,913	H. W. Dodd.
Altona.....	52,127	S. H. Layton.
Ambler.....	2,649	J. M. Flaher.
Ambridge.....	5,205	Burdette S. Bayle.
Apollo.....	3,006	W. R. Steel.
Archbald.....	7,194	W. A. Kelly.
Ashland.....	6,855	J. C. Weirick.
Ashley.....	5,601	A. P. Cope.
Aspinwall.....	2,592	F. D. Kebock.
Athens.....	3,796	William F. Yoder.
Austin.....	2,941	H. E. Stover.
Avalon.....	4,317	S. Todd Perley.
Avoca.....	4,624	Charles Webber.
Bangor.....	5,369	J. W. Gruver.
Barnesboro.....	3,535	G. W. Stephens.
Beaver.....	3,456	Stanley Bright.
Beaver Falls.....	12,191	C. C. Green.
Bellefonte.....	4,145	Jonas E. Wagner.
Bellevue.....	6,323	T. E. Garber.
Berwick.....	5,357	J. Y. Shambach.
Bethlehem.....	12,887	W. G. Cleaver.
Birdsboro.....	2,980	A. M. Hinkel.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
PENNSYLVANIA—continued.		
Blairsville.....	3,572	F. D. Zuerner.
Blakely.....	5,345	H. B. Anthony.
Bloomsburg.....	7,413	L. P. Sterner.
Brackenridge.....	3,134	Venetta J. Travis.
Braddock.....	19,357	F. C. Steltz.
Bradford.....	14,544	E. E. Schermerhorn.
Bridgeport.....	3,860	H. E. James.
Bristol.....	9,256	Louise D. Baggs.
Brookville.....	3,003	C. E. Wilson.
Butler.....	20,725	John A. Gibson.
Canonsburg.....	3,891	F. W. McVay.
Carbondale.....	17,040	P. M. Brennan.
Carlisle.....	10,308	John C. Wagner.
Carnegie.....	10,009	Thomas J. George.
Carrick.....	6,117	W. H. Sprengle.
Catsasqua.....	5,250	H. J. Reinhard.
Chambersburg.....	11,800	U. L. Gordy.
Charleroi.....	9,615	Thomas L. Pollock.
Chester.....	28,537	Charles H. Wagner.
Clarion.....	2,612	W. W. Eisenhart.
Clearfield.....	6,851	George E. Zerfoss.
Clifton Heights.....	3,155	J. E. Cummings.
Coaldale.....	5,154	Jno. E. Gildea.
Coatsville.....	11,094	William T. Gordon.
Columbus.....	11,454	Wm. C. Sampson.
Connellsville.....	12,845	Stanley P. Ashe.
Conshohocken.....	7,480	A. M. Weaver.
Coplay.....	2,670	Wm. Shetlock.
Coraopolis.....	5,252	C. E. Hilborn.
Corry.....	5,991	Charles L. Wilson.
Coudersport.....	3,100	G. W. Peffer.
Crafton.....	4,583	J. H. Edgerton.
Curwensville.....	2,649	L. J. Gilliland.
Danville.....	7,517	D. N. Diefenbacher.
Darby.....	6,305	Wilmer A. Krieder.
Derry.....	2,964	J. C. Bryson.
Dickson City.....	9,331	A. W. Marvin.
Donora.....	8,174	T. A. Gilland.
Dorraneston (P. O., Wilkes-Barre).....	4,046	C. B. Hanyen, jr.
Downingtown.....	3,326	A. B. Moyer.
Doylestown.....	3,304	Carmon Ross.
Dubois.....	12,623	I. M. Gast.
Dunmore.....	17,615	C. F. Hoban.
Duquesne.....	15,727	C. H. Wolford.
Duryea.....	7,487	F. J. Regan.
East Conemaugh.....	5,046	J. M. Uhler.
East Mauch Chunk.....	3,548	P. H. McCabe.
Easton.....	28,523	Robert E. Laramy.
East Pittsburgh.....	5,615	H. L. Coons.
East Stroudsburg.....	3,330	Charles A. Goss.
Edgewood.....	2,896	E. C. Noyes.
Edwardsville.....	8,407	James O. Herman.
Elizabethtown.....	2,587	E. U. Aumiller.
Elwood City.....	3,902	Charles F. Becker.
Emaus.....	3,501	Howard C. Snyder.
Emporium.....	2,916	R. W. Clawges.
Ephrata.....	3,192	Guy K. Bard.
Erie.....	66,525	I. B. Bush.
Etna.....	5,830	J. F. Mitchell.
Exeter (P. O., Pittston).....	3,537	Elizabeth Dougher.
Farrall.....	10,190	L. R. Eckles.
Ford City.....	4,850	W. W. Irwin.
Forest City.....	5,749	F. H. Taylor.
Frackville.....	3,118	W. R. Trautman.
Franklin.....	9,767	C. E. Carter.
Freedom.....	3,060	F. A. Barclay.
Freeland.....	6,197	J. H. Herring.
Galeton.....	4,027	Roger B. Foote.
Gallitsin.....	3,504	E. W. Overberger.
Gettysburg.....	4,030	Helen L. Cope.
Gilberton.....	5,401	C. A. Burke.
Guarardville.....	4,396	E. W. Taylor.
Glassport.....	5,540	John S. Hart.
Greensburg.....	13,012	J. H. Alleman.
Greenville.....	5,909	G. B. Gerberich.
Grove City.....	3,674	H. M. B. Lehn.
Hanover.....	7,057	Oden C. Gortner.
Harrisburg.....	64,186	Frederick E. Downes.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
PENNSYLVANIA—continued.		
Hasleton.....	25,452	D. A. Harman.
Holidaysburg.....	3,734	H. J. Barrett.
Homestead.....	18,713	Landis Tanger.
Honesdale.....	2,945	Russell T. Davies.
Huntingdon.....	6,861	W. M. Rife.
Indiana.....	5,749	F. Ernest Work.
Irwin.....	2,886	Samuel Fousold.
Jeannette.....	8,077	E. W. Long.
Jenkintown.....	2,068	Le Roy A. King.
Jermyn.....	3,158	William M. Behler.
Jersey Shore.....	5,381	J. G. Dundora.
Johnsonburg.....	4,334	George W. Mitchell.
Johnstown.....	55,482	J. N. Adee.
Junata.....	5,285	M. B. Wineland.
Kane.....	6,626	H. O. Dietrich.
Kingston.....	6,449	J. Richmond Merkel.
Kittanning.....	4,311	Frank W. Goodwin.
Knoxville.....	5,651	A. R. Gilbert.
Lancaster.....	47,227	H. B. Work.
Lansdale.....	3,551	Henry L. Seaman.
Lansdowne.....	4,066	Walter L. Phillips.
Lansford.....	8,323	Elmer E. Kuntz.
Larksville.....	9,288	M. L. McCann.
Letrobe.....	8,777	R. M. Steele.
Lebanon.....	19,240	E. M. Balsbaugh.
Leechburg.....	3,624	S. M. Neasley.
Lehighton.....	5,316	E. D. Ott.
Lewisburg.....	3,081	H. S. Bourne.
Lewistown.....	8,166	E. S. Rice.
Lockhaven.....	7,772	Clement W. Hunt.
Luzerne.....	5,426	Theron G. Osborne.
Lykens.....	2,943	C. H. Auman.
Mahanoy City.....	15,936	H. A. O'Day.
McAdoo.....	3,389	A. T. O'Donnell.
McDonald.....	2,543	S. T. McAnlis.
McKeesport.....	42,694	Jos. B. Richey.
McKees Rocks.....	14,702	T. K. Johnston.
Mauch Chunk.....	3,952	E. P. Heckert.
Meadville.....	12,780	Edw. Sargent.
Mechanicsburg.....	4,469	Ralph Jacoby.
Media.....	3,562	William C. Joslin.
Meyersdale.....	3,741	W. H. Kretschman.
Middletown.....	5,374	H. J. Wickey.
Millvale.....	7,861	C. C. Williamson.
Milton.....	7,460	Wallace W. Fetzer.
Minersville.....	7,240	Chas. E. Roudabush.
Monaca.....	3,376	W. T. McCullough.
Monessen.....	11,775	H. E. Gress.
Monongahela.....	7,598	Renwick G. Dean.
Moosic.....	3,964	Irvin D. Ritter.
Mount Carmel.....	17,532	Samuel H. Dean.
Mount Oliver.....	4,241	Miss M. Ubinger.
Mount Pleasant.....	5,812	H. H. De Long.
Mount Union.....	3,338	W. P. Harley.
Munhall.....	5,185	Charles R. Stone.
Nanticoke.....	18,877	A. P. Diffendaefer.
Nazareth.....	3,978	Frederick A. Marcks.
New Brighton.....	8,329	Floyd Atwell.
New Castle.....	36,280	George A. Dickson.
New Kensington.....	7,707	J. E. Hershberger.
Norristown.....	27,875	Allen S. Martin.
Northampton.....	8,729	William D. Landis.
North Braddock.....	11,824	W. Espey Albig.
North East.....	2,672	W. J. McQuiston.
Northumberland.....	3,517	Myron Geddes.
Oakmont.....	3,436	W. Lee Gilmore.
Oil City.....	15,657	James J. Palmer.
Old Forge.....	11,324	Frank R. Coyne.
Olyphant.....	8,505	M. W. Cummings.
Parkesburg.....	2,522	L. L. Coll.
Parnassus.....	2,578	V. Blaine Leder.
Parsons.....	4,338	E. A. Evans.
Patton.....	3,907	William Bosserman.
Pen Argyl.....	3,967	William E. Muth.
Perkasie.....	2,779	Lewis H. Wagenhorst.
Philadelphia.....	1,549,008	John P. Garber.
Phillipsburg.....	3,585	J. S. F. Ruthrauff.
Phoenixville.....	10,743	Isaac Doughton.
Pitcairn.....	4,975	C. G. Pierce.
Pittsburgh.....	583,905	William M. Davidson.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
PENNSYLVANIA—continued.		
Pittston.....	16,267	Francis S. McGuigan.
Plymouth.....	16,906	S. L. Smith.
Portage.....	2,964	C. F. Helt.
Port Carbon.....	2,678	Ira A. Goss.
Pottstown.....	15,590	W. W. Rupert.
Pottsville.....	20,236	E. R. Barclay.
Punxsutawney.....	9,058	Frank S. Jackson.
Quakertown.....	3,801	I. O. Schell.
Rankin.....	6,042	R. S. Penfield.
Reading.....	96,071	Charles S. Foos.
Renovo.....	4,621	Geo. A. Mincoemoyer.
Reynoldsville.....	3,189	W. M. Jones.
Ridgway.....	5,408	W. M. Peirce.
Rochester.....	5,903	William S. Taft.
Royersford.....	3,073	J. A. Uhland.
St. Clair (Schuylkill County).....	6,455	Thomas G. Jones.
St. Marys.....	6,346	J. J. Lynch.
Sayre.....	6,426	L. Edwin De Laney.
Schuylkill Haven.....	4,747	T. A. Hoover.
Scottsdale.....	5,456	L. Alden Marsh.
Scranton.....	129,867	Samuel E. Weber.
Sewickley.....	4,479	George E. Mark.
Shamokin.....	19,588	Joseph Howarth.
Sharon.....	15,270	W. D. Gamble.
Sharpsburg.....	8,153	Floyd C. Flory.
Sharpsville.....	3,634	Wm. M. Johnston.
Shenandoah.....	25,774	J. W. Cooper.
Shippensburg.....	3,457	A. Lee Shulenberg.
Silver Creek.....	2,512	P. S. Canfield.
Slatington.....	4,454	J. W. Snyder.
Somerset.....	2,612	John H. Fike.
South Bethlehem.....	19,973	A. H. Buck.
South Brownsville.....	3,943	D. D. Watkins.
South Fork.....	4,592	W. C. Crawford.
South Williamsport.....	3,734	Chester B. Renn.
Spangler.....	2,700	T. J. Sullivan.
Spring City.....	2,880	W. E. De Turek.
Steelton.....	14,246	L. E. McGinnes.
Stroudsburg.....	4,379	Robert Brown, jr.
Summit Hill.....	4,209	H. D. Levensgood.
Sunbury.....	13,770	I. C. M. Ellenberger.
Susquehanna.....	3,478	A. A. Killian.
Swissvale.....	7,381	C. C. Kelso.
Swoyersville (P. O. Sugar Notch).....	5,396	Joseph H. Finn.
Tamaqua.....	9,462	J. F. Derr.
Tarentum.....	7,414	A. D. Endsley.
Taylor.....	9,060	William S. Robinson.
Throop.....	5,123	John J. O'Hara.
Titusville.....	8,533	Henry Pease.
Towanda.....	4,281	J. W. Cure.
Turtle Creek.....	4,995	W. A. Rodgers.
Tyrone.....	7,176	W. W. Raker.
Union City.....	3,684	M. J. Blanden.
Uniontown.....	13,344	C. N. McCune.
Vandergrift.....	3,876	} T. T. Allen.
Vandergrift Heights.....	3,438	
Verona.....	2,849	U. G. Palmer.
Warren.....	11,080	R. T. Adams.
Washington.....	18,778	T. G. McCleary.
Waynesboro.....	7,199	J. H. Reber.
Waynesburg.....	3,545	R. M. Archibald.
Weatherly.....	2,501	H. Arthur Fox.
Wellsboro.....	3,183	R. L. Butler.
West Berwick.....	5,512	Harlan R. Snyder.
West Chester.....	11,767	Addison L. Jones.
West Hazleton.....	4,715	Ernest A. Enoke.
West Homestead (P. O. Homestead).....	3,009	F. L. Rose.
West Newton.....	2,880	F. H. Painter.
West Pittston.....	6,848	L. P. Bierly.
Wilkes-Barre.....	67,105	James M. Coughlin.
Wilkesburg.....	18,924	James L. Allison.
Williamsport.....	31,860	F. W. Robbins.
Williamstown.....	2,904	F. M. Halston.
Wilmerding.....	6,133	Chas. W. Shaffer.
Windber.....	8,013	W. W. Lantz.
Winton.....	5,280	J. J. Judge.
Wyoming.....	3,010	John E. Pratt.
York.....	44,750	A. Wanner.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
PHILIPPINE ISLANDS.		
Manila.....	234,400	Jas. F. Scouller.
RHODE ISLAND.		
Bristol.....	8,566	T. H. De Coudres.
Burrillville.....	7,878	Joseph C. Sweeney.
Central Falls.....	22,754	Robert K. Bennett.
Coventry.....	5,848	Henry M. Walradt.
Cranston.....	21,107	John K. Fenner.
Cumberland.....	10,107	George W. Morris.
East Providence.....	15,808	J. R. D. Oldham.
Johnston.....	5,985	George F. Weston.
Lincoln.....	9,835	John L. Smith.
Lonsdale.....	4,500	Herbert W. Lull.
Newport.....	27,149	John P. Sogwall.
North Kingston.....	4,048	Boosee O. Frame.
North Providence.....	5,407	Frank O. Draper.
Pawtucket.....	51,622	Isabella G. Chase.
Portsmouth.....	2,081	Isaac O. Winslow.
Providence.....	224,326	I. C. Phillips.
Scituate.....	3,453	Irving C. Mitchell.
Smithfield.....	2,739	William A. Brady.
South Kingston.....	5,178	Mrs. F. A. Wilcox.
Tiverton.....	4,082	Leroy G. Staples.
Warren.....	6,585	William F. Miner.
Warwick.....	26,029	Willard H. Bacon.
Westerly.....	8,066	Wendell A. Mowry.
Woonsocket.....	38,126	
SOUTH CAROLINA.		
Abbeville.....	4,450	D. R. Riser.
Aiken.....	3,911	W. Jay McGarity.
Anderson.....	9,664	E. C. McCanta.
Bennettsville.....	2,646	W. C. Herbert.
Camden.....	3,509	J. G. Richards, jr.
Charleston.....	58,833	A. B. Rhett.
Cheraw.....	2,878	B. C. Molver.
Chester.....	4,754	W. H. McNairy.
Clinton.....	3,272	A. C. Daniel.
Columbia.....	26,319	E. S. Dreber.
Darlington.....	3,780	J. C. Daniel.
Easley.....	2,963	Geo. W. Coggin.
Florence.....	7,067	W. L. Brooker.
Gaffney.....	4,767	J. H. Witherspoon.
Georgetown.....	5,520	William C. Byaum.
Greenville.....	15,741	J. L. Mann.
Greenwood.....	6,614	W. W. Nichols.
Laurens.....	4,818	Burney L. Parkinson.
Marion.....	3,844	T. C. Easterling.
Newberry.....	5,028	C. B. Cannon.
Orangeburg.....	5,906	A. J. Thackston.
Rock Hill.....	7,216	R. C. Burts.
Spartanburg.....	17,517	Frank Evans.
Sumter.....	8,109	S. H. Edmunds.
Union.....	5,623	Davis Jeffries.
SOUTH DAKOTA.		
Aberdeen.....	10,753	Jos. T. Glenn.
Brookings.....	2,971	S. E. Hargis.
Deadwood.....	3,653	H. Nienhuis.
Huron.....	5,791	T. L. Whitney.
Lead.....	8,392	F. A. Henderson.
Madison.....	3,137	S. T. May.
Mitchell.....	6,515	Ray L. Brown.
Pierre.....	3,666	Morton C. Helm.
Rapid City.....	3,854	Robert B. Irons.
Redfield.....	3,060	J. E. Martin.
Sioux Falls.....	14,094	A. A. McDonald.
Watertown.....	7,010	R. B. Newman.
Yankton.....	3,787	T. A. Harmon.
TENNESSEE.		
Athens.....	2,264	J. C. Reidnout.
Bristol.....	7,184	Ralph B. Rubins.
Chattanooga.....	44,804	C. H. Winder.
Clarksville.....	8,548	A. J. Smith.
Cleveland.....	5,549	D. C. Arnold.
Columbia.....	5,754	R. L. Harris.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
TENNESSEE—continued.		
Covington.....	2,990	B. O. Duggan.
Dyersburg.....	4,149	C. M. Walker.
Elizabethton.....	2,478	A. C. Sherrod.
Erwin.....	1,149	Chas. R. Hubbard.
Fayetteville.....	3,439	Geo. C. Simmons.
Franklin.....	2,924	A. J. Haun.
Gallatin.....	2,399	W. B. Morton.
Greeneville.....	1,920	R. W. Mitchell.
Harriman.....	3,061	S. W. Gentry.
Humboldt.....	3,446	H. H. Ellis.
Jackson.....	15,779	C. B. Ijams.
Johnson City.....	8,502	D. M. Andrews.;
Knoxville.....	30,346	W. E. Miller.
Lafollette.....	2,816	P. W. Kerr.
Lebanon.....	3,659	W. L. Harris.
Lenoir City.....	3,392	H. D. Justice.
Lonsdale.....	2,391	M. G. Walter.
Martin.....	2,228	Eph. P. Smith.
Maryville.....	2,381	D. C. Curtis.
Memphis.....	131,106	A. A. Kincannon.
Morristown.....	4,007	Dan T. Rogers.
Murfreesboro.....	4,679	J. H. Crichtlow.
Mount Pleasant.....	1,973	S. E. Stephens.
Nashville.....	110,364	J. J. Keyes.
Newport.....	2,008	Kathleen Bradley.
Paris.....	3,681	M. M. Phillips.
Park City.....	6,126	J. R. Lowery.
Pulaski.....	2,928	F. E. Renick.
Rockwood.....	3,660	N. A. Steadman.
Shelbyville.....	2,899	A. J. Brandon.
Trenton.....	2,402	J. W. Douglas.
Tullahoma.....	3,049	J. C. Grove.
Union City.....	4,387	A. C. Nute.
TEXAS.		
Ablene.....	9,204	R. D. Green.
Amarillo.....	9,957	M. H. Duncan.
Austin.....	29,880	A. N. McCallum.
Ballinger.....	3,586	W. S. Fleming.
Bay City.....	3,156	W. H. Butler.
Beaumont.....	20,640	H. F. Triplett.
Beeville.....	3,269	W. E. Madderra.
Belton.....	4,164	L. H. Hubbard.
Big Spring.....	4,102	M. H. Brasher.
Bonham.....	4,844	H. D. Fillers.
Bowie.....	2,874	T. P. Walker.
Brady.....	2,669	W. L. Hughes.
Brenham.....	4,718	W. D. Notley.
Brownsville.....	10,517	Lizzie M. Barbour.
Brownwood.....	6,967	V. L. Griffin.
Bryan.....	4,182	W. C. Lawson.
Calvert.....	2,579	I. N. Stephens.
Cameron.....	3,263	J. E. Watts.
Childress.....	3,818	B. M. Harrison.
Cleburne.....	10,364	Emmett Brown.
Coleman.....	3,046	C. H. Hufford.
Comanche.....	2,756	R. F. Holloway.
Commerce.....	2,818	A. L. Day.
Corpus Christi.....	8,222	Joseph C. Tucker.
Corsicana.....	9,749	J. E. Blair.
Crockett.....	3,947	Donald McDonald.
Cuero.....	3,109	A. S. Bush.
Dalhart.....	2,580	J. A. Webb.
Dallas.....	92,104	J. F. Kimball.
Denison.....	13,632	Frank B. Hughes.
Denton.....	4,732	J. W. Beaty.
Dublin.....	2,651	S. L. Wolfe.
Eagle Pass.....	3,636	G. B. M. Snyder.
El Paso.....	39,279	R. J. Tighe.
Ennis.....	5,669	J. D. Coghlan.
Fort Worth.....	73,312	M. H. Moore.
Gainesville.....	7,624	O. E. Parris.
Galveston.....	36,981	John W. Hopkins.
Georgetown.....	3,096	J. W. Clark.
Gonzales.....	3,139	S. W. Bass.
Greenville.....	8,850	L. C. Gee.
Hillsboro.....	6,115	C. C. Hooper.
Houston.....	78,800	P. W. Horn.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
TEXAS—continued.		
Houston Heights.....	6,984	S. P. Waltrip.
Jacksonville.....	2,875	W. F. Garner.
Jefferson.....	2,515	A. E. Fay.
Laredo.....	14,855	L. J. Christen.
Lockhart.....	2,945	R. T. Pritchett.
Longview.....	5,155	S. J. Blocher.
Lufkin.....	2,749	I. A. Coston.
McKinney.....	4,714	J. S. Carlisle.
Marlin.....	5,578	A. C. Ferguson.
Marshall.....	11,452	J. P. Glasgow.
Mart.....	2,639	Edgar McLendon.
Mexia.....	2,694	W. T. Adams.
Mineral Wells.....	3,950	E. O. McNew.
Mount Pleasant.....	3,137	A. V. Petterson.
Nacogdoches.....	3,809	R. F. Davis.
Navasota.....	3,284	J. T. Davis.
New Braunfels.....	3,165	B. Holekamp.
Orange.....	5,527	E. B. Stover.
Palestine.....	10,482	Luther B. Gill.
Paris.....	11,269	J. G. Wooten.
Plainview.....	2,829	H. P. Webb.
Port Arthur.....	7,663	G. M. Sims.
Quanah.....	3,127	J. W. O'Banion.
San Angelo.....	10,321	Felix E. Smith.
San Antonio.....	96,614	Charles S. Meek.
San Marcos.....	4,071	E. M. Day.
Seguin.....	3,116	R. E. L. Adams.
Sherman.....	12,412	J. C. Pyle.
Smithville.....	3,167	W. K. Niles.
Snyder.....	2,514	Favis A. Clark.
Stanford.....	3,902	J. W. Teasley.
Stephenville.....	2,561	Henry Sims.
Sulphur Springs.....	5,151	F. V. Garrison.
Sweetwater.....	4,176	J. H. Bright.
Taylor.....	5,314	John F. O'Shea.
Teague.....	3,288	J. D. Bramlette.
Temple.....	10,993	W. W. Clement.
Terrell.....	7,050	S. M. N. Marrs.
Texarkana.....	9,790	Geo. H. Carpenter.
Tyler.....	10,400	T. H. Shelby.
Uvalde.....	3,998	A. W. Evans.
Vernon.....	3,195	T. L. Vance.
Victoria.....	3,673	George W. Page.
Waco.....	26,425	B. B. Cobb.
Waxahachie.....	6,205	G. B. Winn.
Weatherford.....	5,074	T. W. Stanley.
Wichita Falls.....	8,200	Lee Clark.
Yoakum.....	4,657	J. H. Burnett.
UTAH.		
American Fork.....	2,797	James H. Walker.
Bingham.....	2,881	Lars W. Nielson.
Brigham.....	3,685	D. C. Jensen.
Eureka.....	3,416	I. L. Williamson.
Lehi.....	2,964	W. Karl Hopkins.
Logan.....	7,522	A. Molyneux.
Murray.....	4,057	C. E. Gauffin.
Nephel.....	2,759	Ray Stewart.
Ogden.....	25,580	Henry C. Johnson.
Park City.....	3,439	James L. Kearns.
Provo.....	8,925	L. E. Eggertsen.
Richfield.....	2,559	I. B. Ball.
Salt Lake City.....	92,777	Ernest A. Smith.
Spanish Fork.....	3,464	Hubbard Tuttle.
Springville.....	3,356	J. Preston Creer.
Tooele.....	2,753	J. U. Hicks.
VERMONT.		
Barre.....	10,734	Carroll H. White.
Barton.....	1,330	C. L. Erwin.
Bellows Falls.....	4,883	(See Rockingham.)
Bennington.....	8,698	A. W. Varney.
Brandon.....	1,608	Bennett C. Douglass.
Brattleboro.....	7,541	Florence M. Wellman.
Burlington.....	20,468	Merritt D. Chittenden.
Fair Haven.....	2,554	W. H. Hoamer.
Hardwick.....	2,084	C. L. Cowles.
Hartford.....	4,179	Nelson J. Whitehill.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
VERMONT—continued.		
Middlebury.....	1,866	Arthur W. Eddy.
Montpelier.....	7,856	S. C. Hutchinson.
Newport.....	2,548	E. A. Hamilton.
Northfield.....	1,918	J. Allen Hunter.
Poultney.....	1,474	W. H. Hosmer.
Proctor.....	2,758	W. A. Beebe.
Randolph.....	1,787	George W. Patterson.
Richford.....	1,948	Edwin F. Greene.
Rockingham (P. O. Bellows Falls).....	6,207	W. C. McGinnis.
Rutland.....	13,546	David B. Locke.
St. Albans.....	6,381	George S. Wright.
St. Johnsbury.....	8,098	Walter H. Young.
Springfield.....	4,784	Herbert D. Casey.
Swanton.....	1,236	Homer E. Hunt.
West Rutland.....	3,427	Philip R. Leavenworth.
Woodstock.....	1,383	Everett V. Perkins.
VIRGINIA.		
Alexandria.....	15,329	W. H. Sweeney.
Bedford City.....	2,508	Robert L. Borden.
Big Stone Gap.....	2,590	Owen R. Easley.
Bristol.....	6,247	F. B. Fitzpatrick.
Buena Vista.....	3,245	J. P. McCluer.
Charlottesville.....	6,785	James G. Johnson.
Clifton Forge.....	5,748	H. G. Duval.
Covington.....	4,234	J. G. Jeter.
Danville.....	19,020	F. H. Wheatley.
Farmville.....	2,971	J. E. Capps.
Fredericksburg.....	5,874	E. F. Birkhead.
Hampton.....	5,505	J. M. Willis.
Harrisonburg.....	4,879	W. H. Keister.
Lexington.....	2,931	Harrington Waddell.
Lynchburg.....	29,494	E. C. Glass.
Marion.....	2,727	B. E. Copenhaver.
Martinsville.....	3,368	W. B. Gates.
Newport News.....	20,205	D. A. Dutrow.
Norfolk.....	67,452	Richard A. Doble.
Petersburg.....	24,127	Frank M. Martin.
Portsmouth.....	33,190	H. A. Hunt.
Pulaski.....	4,807	W. A. Anderson, jr.
Radford.....	4,202	J. P. Whitt.
Richmond.....	127,628	J. A. C. Chandler.
Roanoke.....	34,874	Harris Hart.
Salem.....	3,849	R. E. Cook.
South Boston.....	3,516	Charles H. Friend.
Staunton.....	10,604	J. P. Neff.
Suffolk.....	7,008	John E. Martin.
Williamsburg.....	2,714	H. E. Bennett.
Winchester.....	5,884	Newton D. Cool.
Wytheville.....	3,064	C. J. Hatcher.
WASHINGTON.		
Aberdeen.....	13,660	Geo. B. Miller.
Anacortes.....	4,168	W. A. Jennings.
Bellingham.....	24,288	Elmer L. Cave.
Bremerton.....	2,993	V. D. Goss.
Centralia.....	7,311	Edgar Reed.
Chehalis.....	4,507	R. E. Cook.
Clarkston.....	1,257	F. S. Salisbury.
Cle Elum.....	2,749	G. I. Wilson.
Colfax.....	2,783	J. O. Mattoon.
Ellensburg.....	4,209	Linden McCullough.
Everett.....	24,814	C. R. Frazier.
Hillyard.....	3,276	R. S. Lipscomb.
Hoquiam.....	8,171	E. L. McDonnell.
North Yakima.....	14,082	A. C. Davis.
Olympia.....	6,996	Chauncey E. Beach.
Port Townsend.....	4,181	H. R. Taylor.
Pullman.....	2,602	J. W. Graham.
Puyallup.....	4,544	E. B. Walker.
Renton.....	2,740	W. B. Satterthwaite.
Roslyn.....	3,126	W. G. Whitfield.
Seattle.....	237,194	Frank B. Cooper.
Shobomish.....	3,244	C. W. Hodge.
South Bend.....	3,023	Jos. R. McAsdel.
Spokane.....	104,402	Orville C. Pratt.
Tacoma.....	83,743	Wm. F. Gelger.
Vancouver.....	9,300	C. W. Shumway.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
WASHINGTON—continued.		
Walla Walla.....	19,364	W. M. Kern.
Wenatchee.....	4,060	Guy W. Bohannon.
WEST VIRGINIA.		
Benwood.....	4,976	Floyd Hanftan.
Bluefield.....	11,188	Edwin C. Wade.
Buckhannon.....	2,226	W. R. Grose.
Cameron.....	1,060	J. S. Bonar.
Charleston.....	22,996	Geo. S. Laidley.
Charles Town.....	2,062	Wright Denny.
Chester.....	3,184	Elmer E. Oldaker.
Clarksburg.....	9,201	J. A. Jackson.
Davis.....	2,616	C. F. Lee.
Elkins.....	5,260	W. W. Trent.
Fairmont.....	9,711	Otis G. Wilson.
Grafton.....	7,663	L. W. Burns.
Hinton.....	3,666	H. F. Griffey.
Huntington.....	31,161	C. L. Wright.
Keyser.....	3,705	J. C. Sanders.
McMechen.....	2,921	Floyd Hanftan.
Mannington.....	2,672	David A. Ward.
Martinsburg.....	10,696	Wm. C. Morton.
Morgantown.....	9,150	R. C. Smith.
Moundsville.....	8,918	H. V. Merrick.
Parkersburg.....	17,842	F. M. Longanecker.
Princeton.....	3,027	J. N. Hoylman.
Richwood.....	3,061	J. H. Patterson.
Sistersville.....	2,684	W. W. Strain.
Wellsburg.....	4,189	W. N. Beetham.
Wheeling.....	41,641	C. E. Githens.
Williamson.....	3,561	A. C. Davis.
WISCONSIN.		
Antigo.....	7,196	Ernest Her.
Appleton.....	16,773	Carrie E. Morgan.
Ashland.....	11,594	Frank J. Shannon.
Baraboo.....	6,324	A. C. Kingsford.
Beaver Dam.....	6,768	H. M. Comins.
Beloit.....	15,126	F. E. Converse.
Berlin.....	4,636	F. Stanley Powers.
Burlington.....	3,212	Fred. L. Witter.
Chippewa Falls.....	8,893	Geo. O. Banting.
Columbus.....	2,523	John Dixon.
Cudahy.....	3,691	Jesse F. Cory.
De Pere.....	4,477	N. C. Schraa.
Eau Claire.....	18,310	W. H. Schulz.
Edgerton.....	2,513	F. O. Holt.
Fond du Lac.....	18,797	J. E. Roberts.
Fort Atkinson.....	3,877	Wakelin McNeel.
Grand Rapids.....	6,521	C. W. Schwede.
Green Bay.....	25,236	A. W. Burton.
Hartford.....	2,982	Charles H. Karch.
Hudson.....	2,810	Ira O. Hubbard.
Janesville.....	13,894	H. H. Faust.
Jefferson.....	2,582	Will G. Ballentine.
Kaukauna.....	4,717	Leo G. Schussmann.
Kenosha.....	21,371	Mrs. Mary D. Bradford.
La Crosse.....	30,417	B. E. McCormick.
Lake Geneva.....	3,079	J. M. Beck.
Madison.....	26,531	R. B. Dudgeon.
Manitowoc.....	13,027	P. J. Zimmers.
Marinette.....	14,610	G. H. Landgraf.
Marshfield.....	5,783	D. S. Miller.
Menasha.....	6,061	John Callahan.
Menomonie.....	5,036	E. W. Walte.
Merrill.....	8,699	H. W. Kircher.
Milwaukee.....	373,857	Milton C. Potter.
Mineral Point.....	2,926	W. R. Rood.
Monroe.....	4,410	Paul F. Neverman.
Neenah.....	5,734	C. F. Hedges.
New London.....	3,383	W. S. Ford.
Oconomowoc.....	3,064	A. L. Halverson.
Oconto.....	5,629	E. F. Strong.
Oshkosh.....	33,062	M. N. MacIver.
Platteville.....	4,452	C. E. Slotthower.
Plymouth.....	3,094	C. A. Rubado.
Portage.....	5,440	C. C. Bishop.

VI.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Continued.

City.	Population census of 1910.	Superintendent or supervising principal.
WISCONSIN—continued.		
Port Washington:		
District No. 1.....	3,702	C. H. Backhuber, jr.
District No. 4.....		
Prairie du Chien.....	3,149	Earl Wiesler, jr.
Racine.....	38,002	Nicholas Gunderson.
Reedsburg.....	2,615	B. E. Nelson.
Rhineland.....	5,637	A. B. Olson.
Rice Lake.....	2,968	W. P. Colburn.
Richland Center.....	2,652	Henry J. Steeps.
Ripon.....	3,789	John P. Ballantyne.
Shawano.....	2,923	A. F. Cook.
Sheboygan.....	20,398	Fred G. Bishop.
South Milwaukee.....	6,092	W. P. Roseman.
Sparta.....	3,973	Fred W. Hein.
Stanley.....	2,675	Frank C. Bray.
Stevens Point.....	8,692	G. A. Steverson.
Stoughton.....	4,761	H. C. Snyder.
Sturgeon Bay.....	4,262	C. J. Anderson.
Superior.....	40,384	R. Soukup.
Tomah.....	3,419	J. G. Moore.
Tomahawk.....	2,907	F. M. Bray.
Two Rivers.....	4,850	Harmon F. Schell.
Washburn.....	3,830	Wm. T. Darling.
Watertown.....	8,829	Guy D. Kyper.
Waukegan.....	8,740	Thomas J. Berto.
Waupaca.....	2,789	G. F. Loomis.
Waupun.....	3,362	E. H. Miles.
Wausau.....	16,590	Larue F. Smith.
Wauwatosa.....	3,346	Silas B. Tobey.
West Allis.....	6,645	Philip A. Kolb.
Whitewater.....	3,224	T. J. Jones.
		C. W. Rittenburg.
WYOMING.		
Casper.....	2,639	George Wilder.
Cheyenne.....	11,320	Ira B. Fee.
Evanston.....	2,583	Geo. H. Coverdale.
Laramie.....	8,237	C. E. Eddieblutte.
Rawlins.....	4,256	C. L. Martin.
Rock Springs.....	5,778	F. O. Munson.
Sheridan.....	8,408	J. J. Early.

VII.—ASSISTANT AND DISTRICT SUPERINTENDENTS OF SCHOOLS IN CITIES OF OVER 25,000 POPULATION.

[Assistant superintendents, unless otherwise specified.]

City.	Assistant superintendents, and name or number of the district or division over which they have charge.	City.	Assistant superintendents, and name or number of the district or division over which they have charge.
Birmingham, Ala.	C. B. Glenn.	Worcester, Mass.	John F. Cannon.
Mobile, Ala.	C. F. Vigor.		Alice Louise Harris.
Los. Angeles, Cal.	J. B. Monlux.		Walter S. Young.
	M. C. Bettinger.	Battle Creek, Mich.	Desmales R. Dudley.
	Susan M. Dorsey.	Detroit, Mich.	Frank Cody.
Oakland, Cal.	L. B. Avery.		O. G. Frederick.
	E. Morris Cox.		Chas. L. Spain.
Sacramento, Cal.	Mrs. M. R. O'Neil.	Grand Rapids, Mich.	Mrs. T. Townsend.
San Francisco, Cal.	Deputy superintendents:	Jackson, Mich.	G. L. McCulloch.
	Thomas L. Heaton.	Lansing, Mich.	Alice M. Wagenvoort.
	Wm. B. Howard.	Minneapolis, Minn.	W. F. Webster.
	Archibald J. Cloud.		Elizabeth Hall.
	Wm. H. DeBell.		Flora E. Pope.
	Mary Magner.	St. Paul, Minn.	L. L. Everly.
San Jose, Cal.	Anne Darling.	Kansas City, Mo.	J. H. Markley.
Denver, Colo.	Wm. H. Smiley.		Elma T. Webster. ²
Bridgeport, Conn.	F. O. Smith.		Elizabeth Buchanan. ²
Hartford, Conn.	T. S. Weaver.	St. Louis, Mo.	C. G. Rathmann.
New Britain, Conn.	Ella A. Fallon. ¹		W. J. S. Bryan.
New Haven, Conn.	J. C. Knowlton.		Geo. Platt Knox.
	C. C. Russell.		Henry J. Gerling.
	J. C. McCarthy.	Butte, Mont.	Elga Shearer.
Wilmington, Del.	Bessie Devine.	Lincoln, Nebr.	Anna Badger.
Washington, D. C.	Stephen E. Kramer.	Omaha, Nebr.	Belle M. Ryan.
	R. C. Bruce.	Hoboken, N. J.	J. F. Brandt.
Atlanta, Ga.	Chas. S. Culver.	Jersey City, N. J.	E. A. Murphy.
Augusta, Ga.	T. H. Garrett.	Newark, N. J.	J. Wilmer Kennedy.
Savannah, Ga.	F. N. Ferguson.		E. K. Sexton.
Bloomington, Ill.	Mary A. Kromer.		C. I. Shirley.
Chicago, Ill.	Peter A. Mortenson.	West Hoboken, N. J.	Elliott J. Tomlinson.
	Ernest E. Cole.	New York, N. Y.	Associate superintendents:
	Samuel B. Allison.		Andrew W. Edson.
	William M. Roberts.		William L. Ettinger.
	Katharine Hamilton.		John H. Haeren.
	Jennie E. Tazewell.		William McAndrew.
Decatur, Ill.			Clarence E. Meleney.
Elgin, Ill.			Edward B. Shallow.
Evanston, Ill.			Gustave Straubenmuller.
			John H. Walsh.
District No. 75.	Frances C. Robertson.	District superintendents:	
District No. 76.	B. H. Corrine.		William A. Campbell.
Joliet, Ill.	J. F. Skeel.		William A. Boylan.
Indianapolis, Ind.	H. S. Gruver.		John P. Conroy.
Terre Haute, Ind.	J. M. Tilley.		John Dwyer.
Des Moines, Iowa.	J. W. Studebaker.		James M. Edsall.
Sioux City, Iowa.	R. L. Hamulton.		Cornelius E. Franklin.
Louisville, Ky.	District superintendents:		John Griffin.
	Ida Rudolph.		I. Edwin Goldwasser.
	Miss M. Semonin.		Henry W. Jameson.
	Marian Curry.		Henry E. Jenkins.
	S. B. Rutherford.		Cecil A. Kidd.
	H. L. Donovan.		James Lee.
New Orleans, La.	Nicholas Baster.		Charles W. Lyon.
	Paul B. Habans.		Mrs. Ruth G. McGray.
Shreveport, La.	A. J. Caldwell.		John T. Nicholson.
Portland, Me.	Helen M. Robinson, deputy.		William J. O'Shea.
Baltimore, Md.	Charles A. A. J. Miller.		Arthur C. Perry, Jr.
	Robert W. Elliott.		James J. Reynolds.
	Rowland Watts.		John B. Roberts.
	Andrew J. Pletsch.		Edgar Dubs Shimer.
	Joseph C. Hands.		Grace C. Strachan.
	John A. Korff.		Edward W. Stitt.
	Mary E. Cooper.		Joseph B. Taylor.
Boston, Mass.	Mary C. Mellyn.		Benjamin Velt.
	J. E. Burke.		Joseph H. Wade.
	A. L. Rafter.		James J. McCabe.
	F. W. Balcon.		
	F. V. Thompson.		
Cambridge, Mass.	C. M. Herlitz.	Rochester, N. Y.	Alfred P. Fletcher.
Everett, Mass.	Abbie A. Smith.		Thos. P. O'Hern.
Fall River, Mass.	Mary A. Mogan.		Esra F. Knapp.
Lawrence, Mass.	Lella M. Lamprey.	Syracuse, N. Y.	L. F. Hodge.
Lynn, Mass.	Wilmer Kinnan.	Yonkers, N. Y.	Alexander Graham.
New Bedford, Mass.	Josephine Stuart.	Charlotte, N. C.	E. D. Roberts.
Newton, Mass.	Mabel C. Bragg.	Cincinnati, Ohio.	Anna E. Logan.
Springfield, Mass.	Bertha McConkey.		

¹ Supervisor of instruction in kindergarten and elementary grades.² District superintendents.

VII.—ASSISTANT AND DISTRICT SUPERINTENDENTS OF SCHOOLS IN CITIES OF OVER 25,000 POPULATION.

City.	Assistant superintendents, and name or number of the district or division over which they have charge.	City.	Assistant superintendents, and name or number of the district or division over which they have charge.
Cleveland, Ohio....	R. S. Jones. A. C. Eldredge. F. E. Clerk. Catherine T. Bryce. E. A. Peterson. A. W. Castle.	Philadelphia, Pa.— Continued.	District superintendents— Continued. H. White, District No. 8. S. L. Chew, District No. 9. John L. Shroy, District No. 10.
Columbus, Ohio....	C. H. Fullerton. Marie Gugle.	Pittsburgh, Pa....	Associate superintendents: R. M. Sherrard, East End District. S. S. Baker, South Side District. C. H. Garwood, North Side District.
Toledo, Ohio.....	H. S. Hutchins.		
Portland, Oreg.....	D. A. Grout. Charles A. Rice.		
Allentown, Pa.....	C. F. Seidel.	Reading, Pa.....	Amanda E. Stout. D. E. Crosley.
Easton, Pa.....	A. J. La Barre.	Shenandoah, Pa...	Katherine McHale.
Philadelphia, Pa....	Associate superintendents: George Wheeler. Oliver P. Cornman. Albert H. Raub. John C. Frazee. Louis Nusbaum. Theo. L. MacDowell. District superintendents: Charles H. Brelsford, District No. 1. John Christopher, District No. 2. William W. Brown, District No. 3. Charles A. Coulomb, District No. 4. M. C. Cooper, District No. 5. Robert L. Burns, District No. 6. Armand J. Gerson, District No. 7.	Wilkes-Barre, Pa... Providence, R. I.... Memphis, Tenn.... El Paso, Tex..... Fort Worth, Tex... Salt Lake City, Utah Richmond, Va..... Seattle, Wash..... Tacoma, Wash..... Madison, Wis..... Milwaukee, Wis.... Sheboygan, Wis.... Superior, Wis.....	Frank E. Zeiser. C. F. Towne. Clara M. Polk. N. M. Williams. R. R. Jones. E. E. Edwards. G. N. Child. A. H. Hill. J. H. Binford. Frank E. Willard. T. R. Cole. Almina George. W. Q. Osburn. Mary A. O'Keefe. A. E. Kagel. Frank Kroesling. Leo Stern. Addie Libert. P. B. Clemens.

VIII.—BUSINESS MANAGERS IN CITIES OF OVER 25,000 POPULATION.

City.	Business manager.	City.	Business manager.
Mobile, Ala.	Richard Hines, jr.	Bayonne, N. J.	J. D. Boyd. ¹
Little Rock, Ark.	D. R. Fones.	Camden, N. J.	J. W. F. Blackly. ¹
Los Angeles, Cal.	W. E. Record.	East Orange, N. J.	W. A. Ciapp. ¹
Oakland, Cal.	D. W. Pratt.	Elizabeth, N. J.	Thos. F. Mackessy.
Pasadena, Cal.	N. G. Felker. ¹	Hoboken, N. J.	E. A. Marnell.
San Diego, Cal.	S. W. Belding.	Orange, N. J.	W. G. McCurdy.
San Jose, Cal.	Alexander Sherriffs.	Pasaic, N. J.	John F. Kelly.
Colorado Springs, Colo.	T. J. Fox. ¹	Pateron, N. J.	Jas. F. Dumphrey. ¹
Denver, Colo.	Harry V. Kepner.	Tranton, N. J.	Wm. A. Poland.
Pueblo (district No. 1,) Colo.	L. A. Horelst.	Binghamton, N. Y.	D. J. Keely.
Bridgeport, Conn.	W. J. Matthews.	Mount Vernon, N. Y.	E. Q. Bienvenu. ¹
New Haven, Conn.	George T. Hewlett. ¹	Newburgh, N. Y.	Elmer S. Wiltzie.
Atlanta, Ga.	L. M. Landrum.	Rochester, N. Y.	J. S. Mullin.
Bloomington, Ill.	Horatio G. Bent.	Schenectady, N. Y.	Wm. B. Esher.
Chicago, Ill.	Percy B. Coffin.	Syracuse, N. Y.	P. D. Cooney. ¹
Decatur, Ill.	Arthur Kinkade.	Troy (Union District), N. Y.	Wm. A. Dunn.
Evanston (district No. 78), Ill.	Frances C. Robertson. ¹	Utica, N. Y.	D. J. Kelly. ¹
Quincy, Ill.	C. L. Sears.	Wilmington, N. C.	Chas. B. Newcomb.
Evansville, Ind.	Arthur L. Fisher. ¹	Cincinnati, Ohio.	Chas. W. Handman.
Indianapolis, Ind.	George C. Hitt.	Cleveland, Ohio.	Frank G. Hogen.
South Bend, Ind.	E. I. Kizer.	Columbus, Ohio.	Edw. B. MacFadden. ¹
Terre Haute, Ind.	Albert Allen.	Toledo, Ohio.	E. Bruell.
Cedar Rapids, Iowa.	J. A. Motell.	Youngstown, Ohio.	Edwin M. Gee.
Clinton, Iowa.	A. H. Paddock.	Muskogee, Okla.	W. N. Ashbaugh.
Council Bluffs, Iowa.	R. H. Williams. ¹	Oklahoma, Okla.	Fred V. Maddin.
Davenport, Iowa.	J. D. McCollister.	Portland, Ore.	H. M. Falrey.
Des Moines, Iowa.	A. L. Clinite. ¹	Allentown, Pa.	R. H. Thomas.
Dubuque, Iowa.	Leo Falen.	Altouna, Pa.	T. P. Wenner.
Waterloo (East Side), Iowa.	W. H. Brunn.	Easton, Pa.	C. M. Piper. ¹
Kansas City, Kans.	W. A. Seymour. ¹	Erle, Pa.	Raymond E. Peifer.
Wichita, Kans.	J. L. Leland.	Harrisburg, Pa.	B. S. Boebell.
Covington, Ky.	W. A. Shore.	Hazleton, Pa.	D. T. Evans. ¹
Lexington, Ky.	J. O. H. Smrall.	Johnstown, Pa.	Chas. H. Meyer.
Louisville, Ky.	Samuel D. Jones.	Lancaster, Pa.	Robt. M. Bolenius. ¹
Newport, Ky.	Emil Gerhardt.	New Castle, Pa.	Hugh M. Marquis. ¹
New Orleans, La.	E. A. Williams. ¹	Norristown, Pa.	Harvey W. Akins. ¹
Baltimore, Md.	John H. Roche.	Philadelphia, Pa.	William Dick. ¹
Boston, Mass.	William T. Keough.	Pittsburgh, Pa.	George W. Gerwig. ¹
Cambridge, Mass.	C. J. Church.	Reading, Pa.	Robt. E. Richardson.
Fitchburg, Mass.	N. C. Upham.	Scranton, Pa.	George E. Haak.
Lowell, Mass.	R. O. Willmarth.	Shenandoah, Pa.	J. J. Cuff.
Lynn, Mass.	Leon E. Thompson. ¹	Wilkes-Barre, Pa.	A. W. Moss. ¹
Newton, Mass.	Celia M. Chase.	York, Pa.	David N. Crider. ¹
Springfield, Mass.	Fred L. Ward.	Providence, R. I.	H. S. Dorchester. ¹
Worcester, Mass.	Joseph Beals.	Chattanooga, Tenn.	H. D. Huffaker.
Battle Creek, Mich.	James Chisholm.	Nashville, Tenn.	H. S. Van Doren.
Bay City, Mich.	Frank F. Price.	Austin, Tex.	F. W. Bopp. ¹
Calumet, Mich.	Charles Muirhead.	Dallas, Tex.	T. G. Etheridge.
Detroit, Mich.	Chas. A. Gadd.	El Paso, Tex.	F. E. Sawyer.
Flint, Mich.	H. L. Hills.	Fort Worth, Tex.	E. E. Edwards.
Grand Rapids, Mich.	H. N. Morrill.	Galveston, Tex.	Edwin Bruce.
Kalamazoo, Mich.	H. W. Anderson.	Houston, Tex.	W. Peine.
Saginaw, Mich.: East Side.	Wm. C. Klumpp. ¹	San Antonio, Tex.	Paul H. Scholz.
West Side.	Chas. A. Khuen. ¹	Waco, Tex.	E. H. Vaden.
Duluth, Minn.	Chas. A. Bronson. ¹	Salt Lake City, Utah.	L. P. Judd.
Minneapolis, Minn.	Geo. F. Womrath.	Richmond, Va.	C. P. Walford.
Kansas City, Mo.	J. B. Jackson. ¹	Roanoke, Va.	J. A. Page. ¹
St. Louis, Mo.	E. M. Brown. ¹	Seattle, Wash.	Reuben W. Jones. ¹
Springfield, Mo.	R. M. Milligan. ¹	Spokane, Wash.	F. A. Thomas. ¹
Butte, Mont.	E. J. Hoffman. ¹	Tacoma, Wash.	Alfred Lister.
Lincoln, Nebr.	J. Emory Rhelm. ¹	Huntington, W. Va.	W. H. Lyons.
	J. G. Ludlam.	Wheeling, W. Va.	Frank Stanton. ¹
		Milwaukee, Wis.	Frank M. Harbach.
		Oshkosh, Wis.	Walter Meyer.
		Racine, Wis.	Joseph J. Moritz. ¹

¹ Secretary.² Supply commissioner.³ Commissioner of school buildings.⁴ Purchasing agent.

IX.—CHIEF MEDICAL INSPECTOR OR SCHOOL HEALTH OFFICER IN CITIES OF OVER 25,000 POPULATION.

City.	Chief medical inspector or school health officer.	City.	Chief medical inspector or school health officer.
Birmingham, Ala...	Dr. J. S. McLester.	Boston, Mass.....	Dr. William H. Devine. ⁶
Mobile, Ala.....	Dr. Toulmin Gaines.	Brookton, Mass.....	A. L. Beals.
Little Rock, Ark...	Dr. Ida J. Brooks.		W. E. Caswell.
Berkeley, Cal.....	Dr. J. J. Benton. ¹		W. W. Fullerton.
Los Angeles, Cal...	Dr. I. R. Bancroft.		G. A. Buckley.
Oakland, Cal.....	Dr. Margaret Wythe.	Cambridge, Mass...	Dr. Bradford H. Peirce.
Pasadena, Cal.....	Dr. R. C. Olmsted.	Chelsea, Mass.....	Dr. G. B. Fenwick.
Sacramento, Cal...	Dr. G. C. Simmons.	Chilcopee, Mass...	Dr. J. H. C. Gallagher. ⁶
San Diego, Cal.....	Dr. A. J. Thornton.	Everett, Mass.....	Dr. J. A. Brewin. ¹
San Francisco, Cal..	Dr. T. D. Maher.	Fall River, Mass...	Dr. Samuel Sandier. ⁶
San Jose, Cal.....	Dr. N. H. Bullock.	Fitchburg, Mass...	Dr. G. H. Thompson, jr.
Colorado Springs, Colo.	Dr. O. R. Gillett.	Haverhill, Mass...	Dr. Geo. T. Lennon.
		Holyoke, Mass.....	Dr. Harold E. Miner.
Denver, Colo.....	Dr. Paul W. Dorr.	Lawrence, Mass...	Dr. Robt. Maloney.
Pueblo (District (No. 1), Colo.	Maude Brothers. ²	Lynn, Mass.....	Dr. Frank T. Lougee.
Bridgeport, Conn...	Dr. Florence A. Sherman.	Malden, Mass.....	Dr. Frank W. Plummer.
Hartford, Conn...	Dr. C. P. Botsford.	New Bedford, Mass.	W. G. Kirschbaum.
Meriden, Conn.....	Dr. H. De Forrest Lockwood.	Newton, Mass.....	Dr. Francis G. Curtis.
	Dr. H. W. McElman.	Pittsfield, Mass...	Dr. E. H. Howard.
	Dr. R. V. Quinlan.		Dr. C. T. Leslie.
New Britain, Conn..	Dr. E. J. Dray.		Dr. Alfreda B. Withington.
	Dr. Geo. H. Dalton.	Salem, Mass.....	Dr. W. C. Frawley.
	Dr. Frank Zwick.	Somerville, Mass...	Dr. G. E. Tucker.
New Haven, Conn...	Dr. F. W. Wright. ¹	Springfield, Mass...	Dr. Ralph F. Hodgdon.
Norwich, Conn.....	Dr. Louis Cassidy.	Taunton, Mass.....	Dr. E. H. Guild.
Stamford, Conn...	Dr. I. F. Carroll.	Worcester, Mass...	Dr. F. A. Murphy.
Waterbury, Conn...	Dr. T. J. Kilmartin.	Battle Creek, Mich.	Dr. H. Trowbridge.
Washington, D. C.	Dr. J. A. Murphy.	Bay City, Mich.....	Dr. Eugene Miller.
Jacksonville, Fla...	Dr. Wm. W. McDonnell. ¹	Detroit, Mich.....	Dr. Mary Williams.
Tampa, Fla.....	Dr. H. O. Snow.	Flint, Mich.....	Dr. Guy L. Connor.
Atlanta, Ga.....	Dr. Kennedy.	Grand Rapids, Mich.	Flora Burghdorf. ¹
Augusta, Ga.....	Dr. H. J. Baker.		Dr. C. C. Slemmons. ¹
Macon, Ga.....	Dr. C. H. Richardson.	Jackson, Mich.....	Dr. Corwin S. Clarke.
	Dr. J. P. Holmes.	Kalamazoo, Mich...	F. Elizabeth Barrett.
Savannah, Ga.....	Dr. W. F. Brunner.	Lansing, Mich.....	Dr. F. R. Ostrander. ¹
Aurora (East Side), Ill.	Rose Krug.	Saginaw, Mich.....	
Bloomington, Ill...	Dr. Godfrey.	East Side.....	Dr. Edith Hunsberger.
	Dr. Griffin.	West Side.....	Dr. J. H. Powers.
	Dr. Vanderwort.	Duluth, Minn.....	Dr. C. H. Schroeder.
Chicago, Ill.....	Dr. J. D. Robertson.	Minneapolis, Minn.	Dr. Chas. H. Keene.
Danville, Ill.....	Pearl Stanton.	St. Paul, Minn.....	Dr. E. A. Meyerding.
Elgin, Ill.....	Dr. A. L. Mann. ¹	Kansas City, Mo...	Dr. W. H. Con. ¹
Evansville, Ill:		St. Joseph, Mo.....	Dr. H. De Lameret.
District No. 75.	Dr. Mary Brooks Baird.	St. Louis, Mo.....	Dr. James Stewart.
District No. 76.	Dr. Mary Mars.	Springfield, Mo...	Dr. F. F. James.
Joliet, Ill.....	B. Jane De Viney. ¹	Butte, Mont.....	Miss Combs. ¹
Peoria, Ill.....	Mary E. Youngreen.		Miss Ryan. ¹
Rockford, Ill.....	Dr. D. W. Day.	Lincoln, Nebr.....	Dr. A. H. Webb.
Springfield, Ill...	Mary J. Helfman. ³	Omaha, Nebr.....	Dr. E. T. Manning.
	Lena Boswell. ³	Manchester, N. H.	Dr. F. P. Scribner.
Evansville, Ind...	Dr. W. R. Cleveland.	Nashua, N. H.....	Dr. A. T. Mulvenity.
Fort Wayne, Ind...	Dr. Chas. R. Dancer.		Dr. C. Thutler.
Indianapolis, Ind...	Dr. H. G. Morgan. ¹	Atlantic City, N. J.	Dr. H. T. Harvey.
Cedar Rapids, Iowa.	Dr. David E. Beardsley. ⁶	Bayonne, N. J.....	Dr. Frederick Gray.
Clinton, Iowa.....	Dr. H. R. Sugg.	Camden, N. J.....	Dr. Henry H. Davis. ¹
Council Bluffs, Iowa.	Dr. V. L. Treyner.	East Orange, N. J.	Dr. W. L. Harrington.
			Dr. Emma O. Gantz.
Davenport, Iowa...	Dr. James Dunn.	Elizabeth, N. J.....	Dr. Jacob Reiner.
Des Moines, Iowa...	Dr. Fred Moore.	Hoboken, N. J.....	Dr. Joseph F. Londrigan.
Dubuque, Iowa.....	Mrs. Mary James.	Jersey City, N. J.	Dr. H. H. Brinkerhoff.
Sioux City, Iowa...	Dr. F. A. Seemann.	Newark, N. J.....	Dr. Geo. J. Holmes.
Waterloo (East Side), Iowa.	Marietta Bell.	Orange, N. J.....	Dr. Ella A. Coughlan.
		Pateron, N. J.....	Dr. Walter L. Dunning.
Wichita, Kans.....	Genevieve Lill.	Perth Amboy, N. J.	Dr. Wm. H. McCormick, jr.
Covington, Ky.....	Dr. L. A. Ryan.		Dr. Harvey W. Mann.
Lexington, Ky.....	Dr. J. C. Redmon.	Trenton, N. J.....	Dr. J. O. McDonald.
Louisville, Ky.....	Dr. W. Ed. Grant.	West Hoboken, N. J.	Dr. William Dressel.
Newport, Ky.....	Dr. C. E. Wamsley.		Dr. Nathaniel Shapiro.
	Dr. Edward North.	Albany, N. Y.....	Dr. Abraham O'Keene.
New Orleans, La...	Dr. Edmond Moss.	Amsterdam, N. Y.	Dr. Clinton P. McCord.
Shreveport, La.....	Dr. A. P. Crain.	Auburn, N. Y.....	Dr. Julius Schiller.
Baltimore, Md.....	Dr. John D. Blake. ⁴	Binghamton, N. Y.	Dr. I. Belle Richens.
		Buffalo, N. Y.....	Dr. Edith M. Walker.
			Dr. Francis E. Fronczak.

¹ City health officer.² School nurse.³ City Board of health has charge.⁴ Commissioner of health.⁵ Director of medical inspection in city.⁶ Chairman of city board of health.⁷ City medical inspector.

IX.—CHIEF MEDICAL INSPECTOR OR SCHOOL HEALTH OFFICER IN CITIES OF OVER 25,000 POPULATION—Continued.

City.	Chief medical inspector or school health officer.	City.	Chief medical inspector or school health officer.
Elmira, N. Y.	Dr. John A. Bednett.	Lancaster, Pa.	Dr. W. D. Blankensh.
Jamestown, N. Y. .	Dr. H. W. Fudge.	McKeesport, Pa.	Dr. C. H. Witmer.
Kingston, N. Y.	Dr. F. C. Purcell.	(?)	
Mount Vernon, N. Y.	Dr. William M. Sill.	Dr. V. C. Wagner.	
Newburgh, N. Y.	Dr. Henry Van Holvenburg.	Dr. A. R. Garner.	
New Rochelle, N. Y. .	Dr. W. B. Woodruff.	Dr. A. H. Read.	
New York, N. Y.		Dr. W. E. Roberts.	
Niagara Falls, N. Y. .	Dr. Emanuel L. Falk.	Dr. Bernard Kohn. ¹	
Poughkeepsie, N. Y. .	Dr. Carol T. Stevens.	Dr. Harry B. Burns. ¹	
Rochester, N. Y.	Dr. Josephine Baker.	Dr. Hlester Bucher. ¹	
Schenectady, N. Y. .	Dr. Walter A. Scott.	Dr. W. E. Keller. ¹	
Syracuse, N. Y.	Dr. C. A. Crispell.	Dr. J. S. Monahan.	
Troy, N. Y.	Dr. George Goler.	Dr. F. W. Kunkle.	
Lansingburgh district.	Dr. W. J. Books.	Dr. John H. Sweet.	
Union district..	Dr. Joseph C. Palmer.	Dr. Seth De Blos.	
Utica, N. Y.	Dr. Chas. B. Sprague.	Dr. John A. Young.	
		Dr. H. V. Carrell.	
Watertown, N. Y. .	Dr. M. D. Dickinson.	Dr. Chas. H. French.	
Yonkers, N. Y.	Dr. J. W. Fleming.	Dr. C. V. Chapin.	
Charlotte, N. C.	Dr. J. W. W. Dimon.	Dr. C. J. Astle.	
Wilmington, N. C. .	Dr. W. V. Quinn.	Dr. W. F. Barry.	
Akron, Ohio.	Dr. A. A. Allen.	Dr. S. B. Fishburne.	
Canton, Ohio.	Dr. Philip S. McCormick.	Dr. H. Q. Fletcher.	
Cincinnati, Ohio. ¹ .	Dr. J. K. Reid.	Dr. N. B. Collier.	
Cleveland, Ohio.	Dr. Arnold Stovall.	Dr. Neuman Taylor.	
Columbus, Ohio.	Dr. J. J. McShane.	Dr. E. L. Roberts.	
Dayton, Ohio.	Dr. I. B. Smook.	Mrs. N. B. Scott. ¹	
Lima, Ohio.	Dr. Wm. H. Peters.	Dr. Hugh White.	
Lorain, Ohio.	Dr. E. A. Peterson.	Dr. C. T. Stone.	
Newark, Ohio.	Dr. H. M. Platter.	Dr. F. J. Slataper.	
Springfield, Ohio. .	Dr. Louis F. Bucher.	Dr. Cole F. Smith.	
Toledo, Ohio.	Dr. A. L. Jones. ¹	Dr. J. R. Ferrell.	
Youngstown, Ohio. .	Dr. C. R. Meek.	Mary A. Williams.	
Zanesville, Ohio. .	Dr. W. H. Knauss.	Dr. C. J. Albaugh.	
Muskogee, Okla.	Dr. E. B. Starr.		
Oklahoma, Okla.	Dr. P. Bruce Brockway.	Lynchburg, Va.	Dr. W. Clyde Adkerson.
Portland, Oreg.	Dr. H. E. Welch.	Norfolk, Va.	Dr. J. L. Stringfellow.
Allentown, Pa.	Dr. G. W. McCormick. ¹	Portsmouth, Va.	Dr. E. A. Hatton.
	Dr. Emma S. Keith.	Richmond, Va.	Dr. N. T. Ennett.
	Dr. H. M. Cloudman.	Roanoke, Va.	Dr. W. W. S. Butler, jr.
	Dr. George Parrish. ¹	Seattle, Wash.	Dr. Ira C. Brown.
	Dr. F. S. Boyer.	Spokane, Wash.	Dr. J. E. Drake.
	Dr. Thomas Weaver.	Tacoma, Wash.	Dr. Edwin A. Layton.
	Dr. I. E. McKee.	Huntington, W. Va. .	Dr. J. E. Rader.
	Dr. Ernest J. Hoover.	Wheeling, W. Va. .	Dr. C. H. Keesor.
	Dr. Sarah M. Davies.	Green Bay, Wis.	Leona Landry.
	Dr. Frank R. Nothnagle.	La Crosse, Wis.	Dr. J. M. Furstman.
	Dr. Walter E. Egbert.	Madison, Wis.	Dr. L. H. Prince.
	Dr. A. V. B. Orr.	Milwaukee, Wis.	Dr. G. P. Barth.
	Dr. J. Hume Miller.	Oshkosh, Wis.	Dr. A. H. Broche.
	Miss Mary Poore.	Racine, Wis.	Louise Gardner. ¹
Easton, Pa.	Dr. H. R. Steadman.	Sheboygan, Wis.	Augusta M. Gehrs. ¹
Erie, Pa.	Dr. Chas. S. Rebuck.	Superior, Wis.	Dr. H. A. Russell.
Harrisburg, Pa.	Dr. J. Walter Bancroft.		
Johnstown, Pa.			

¹ City health officer.² One medical inspector for each school.³ Acting.⁴ City director of hygiene.⁵ City chief medical inspector.⁶ School nurse.

X.—UNIVERSITY AND COLLEGE PRESIDENTS.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.
ALABAMA.			
Athens.....	Athens College for Young Women.	Women.....	Benjamin B. Glasgow, D. D.
Auburn.....	Alabama Polytechnic Institute.....	Coed.....	Charles C. Thach, L. L. D.
Birmingham.....	Birmingham College.....	Coed.....	Edward L. Colebeck, A. M.
Do.....	Howard College.....	Coed.....	James M. Shelburne, L. L. D.
Greensboro.....	Southern University.....	Coed.....	Charles A. Rush, D. D.
Marion.....	Judson College.....	Women.....	Paul V. Bomar, D. D.
Montgomery.....	Woman's College of Alabama.....	Women.....	Miffin W. Swartz, Ph. D.
St. Bernard.....	St. Bernard College.....	Men.....	Bernard Menges, O. S. B.
Spring Hill.....	Spring Hill College.....	Men.....	Edward Cummings, S. J.
University.....	University of Alabama.....	Coed.....	George H. Denny, L. L. D.
ARIZONA.			
Tucson.....	University of Arizona.....	Coed.....	Rufus B. von Klein Smid, Sc. D.
ARKANSAS.			
Arkadelphia.....	Henderson-Brown College.....	Coed.....	James M. Workman, L. L. D.
Do.....	Ouachita College.....	Coed.....	Charles E. Dicken, D. D.
Batesville.....	Arkansas College.....	Coed.....	Wm. S. Lacey, D. D.
Clarksville.....	Arkansas Cumberland College.....	Coed.....	J. L. Spence.
Conway.....	Central College.....	Women.....	John W. Conger, L. L. D.
Do.....	Hendrix College.....	Coed.....	John H. Reynolds, L. L. D.
Eureka Springs.....	Crescent College.....	Coed.....	Richard R. Thompson.
Fayetteville.....	University of Arkansas.....	Coed.....	John C. Futrell, A. M.
CALIFORNIA.			
Berkeley.....	University of California.....	Coed.....	Benj. Ide Wheeler, L. L. D.
Claremont.....	Pomona College.....	Coed.....	James A. Blaisdell, D. D.
Los Angeles.....	Occidental College.....	Coed.....	Silas Evans, L. L. D.
Do.....	University of Southern California.....	Coed.....	George F. Howard, L. L. D.
Mills College.....	Mills College.....	Women.....	Aurelia H. Reinhardt, Ph. D.
Oakland.....	St. Mary's College.....	Men.....	Brother Vellesian, A. B.
Pasadena.....	Throop College of Technology.....	Men.....	James A. B. Scherer, L. L. D.
Redlands.....	University of Redlands.....	Coed.....	Victor L. Duke, L. L. D.
St. Helena.....	Pacific Union College.....	Coed.....	Charles W. Irwin, A. M.
San Francisco.....	St. Ignace University.....	Men.....	Patrick J. Foote, D. D.
San Jose.....	College of the Pacific.....	Coed.....	John L. Seaton, Ph. D.
Santa Clara.....	University of Santa Clara.....	Men.....	Walter Thornton, S. J.
Stanford University.....	Leland Stanford Junior University.....	Coed.....	Ray L. Wilbur, A. M.
Whittier.....	Whittier College.....	Coed.....	Abraham Rosenberger, L. L. D.
COLORADO.			
Boulder.....	University of Colorado.....	Coed.....	Livingston Farrand, L. L. D.
Colorado Springs.....	Colorado College.....	Coed.....	Clyde A. Dunaway, L. L. D.
Denver.....	College of the Sacred Heart.....	Men.....	J. J. Brown, S. J.
Fort Collins.....	Colorado Agricultural College.....	Coed.....	Chas. A. Lory, L. L. D.
Golden.....	State School of Mines.....	Men.....	Victor C. Alderson, L. L. D.
Greeley.....	Colorado State Teachers College.....	Coed.....	John G. Crabbe, L. L. D.
Montclair.....	Colorado Woman's College.....	Women.....	Miner F. Miller, A. M., Acting
University Park.....	University of Denver.....	Coed.....	Henry A. Buchtel, L. L. D., chancellor.
CONNECTICUT.			
Hartford.....	Trinity College.....	Men.....	Flavel S. Luther, L. L. D.
Middletown.....	Wesleyan University.....	Men.....	William A. Shanklin, L. L. D.
New Haven.....	Yale University.....	Men.....	Arthur T. Hadley, L. L. D.
New London.....	Connecticut College for Women.....	Women.....	Benjamin T. Marshall, B. A.
Storrs.....	Connecticut Agricultural College.....	Coed.....	Charles L. Beach, B. S.
DELAWARE.			
Newark.....	Delaware College.....	Coed.....	Samuel C. Mitchell, Ph. D.
DISTRICT OF COLUMBIA.			
Washington.....	American University.....	Coed.....	John W. Hamilton, L. H. D., chancellor.
Do.....	Catholic University of America.....	Men.....	Thomas J. Shahan, S. T. D., rector.
Do.....	Gallaudet College.....	Coed.....	Ferdinal Hall, M. A.
Do.....	Georgetown University.....	Men.....	Alphonse J. Donlon, S. J.
Do.....	George Washington University.....	Coed.....	Wm. M. Collier, A. M.
Do.....	Howard University (colored).....	Coed.....	Stephen M. Newman, D. D.

¹ Junior college.

X.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.
DISTRICT OF COLUMBIA— continued.			
Washington.....	St. John's College.....	Men.....	Brother Alfred, F. S. C.
Do.....	Trinity College.....	Women.....	Sister Catherine Aloysius.
Do. (Takoma Park.)	Washington Missionary College.....	Coed.....	Benjamin F. Machlan, S.N.D.
FLORIDA.			
Deland.....	John B. Stetson University.....	Coed.....	Lincoln Hulley, LL. D.
Gainesville.....	University of Florida.....	Men.....	Albert A. Murphree, LL. D.
Lake City.....	Columbia College.....	Coed.....	Andrew P. Montague, LL. D.
Sutherland.....	Southern College.....	Coed.....	Rhenus H. Alderman, A. B.
Tallahassee.....	Florida State College for Women.....	Women.....	Edward Conradi, Ph. D.
Winter Park.....	Rollins College.....	Coed.....	Calvin H. French, LL. D.,
GEORGIA.			
Athens.....	University of Georgia.....	Men.....	David C. Barrow, LL. D., chancellor.
Atlanta.....	Atlanta University (colored).....	Coed.....	Edward T. Ware, A. B.
Do.....	Georgia School of Technology.....	Men.....	Kenneth G. Matheson, LL. D.
Do.....	Morehouse College (colored).....	Men.....	John Hope, A. M.
Do.....	Morris Brown University (colored).....	Coed.....	William A. Fountain, D. D.
College Park.....	Cox College.....	Women.....	Wm. S. Cox, B. C. E.
Cuthbert.....	Andrew College.....	Women.....	J. W. Malone, D. D.
Dahlonega.....	North Georgia Agricultural Col- lege.....	Coed.....	Gustavus R. Glenn, LL. D.
Decatur.....	Agnes Scott College.....	Women.....	Frank H. Gaines, LL. D.
Demorest.....	Piedmont College.....	Coed.....	Frank E. Jenkins, D. D.
Emory University.....	Emory University.....	Men.....	James E. Dickey, D. D.
Forsyth.....	Bessie Tift College.....	Women.....	Joshua H. Foster, D. D.
Gainesville.....	Brenau College.....	Women.....	Haywood J. Pearce, Ph. D.
Lagrangc.....	Lagrange Female College.....	Women.....	Daley Davies.
Do.....	Southern Female College.....	Women.....	M. W. Hatton, Litt. M.
Macon.....	Mercer University.....	Men.....	Wm. L. Pickard, LL. D.
Do.....	Weesleyan Female College.....	Women.....	C. R. Jenkins, D. D.
Rome.....	Shorter College.....	Women.....	A. W. Van Hoose, L. D. D.
South Atlanta.....	Clark University (colored).....	Coed.....	Harry A. King, D. D.
HAWAII.			
Honolulu.....	College of Hawaii.....	Coed.....	Arthur L. Dean, Ph. D.
IDAHO.			
Caldwell.....	College of Idaho.....	Coed.....	William J. Boone, D. D.
Moscow.....	University of Idaho.....	Coed.....	Ernest H. Lindley, Ph. D.
ILLINOIS.			
Abingdon.....	Hedding College.....	Coed.....	Walter D. Agnew, D. D.
Aledo.....	William and Vashti College.....	Coed.....	Ward L. Ray, A. M.
Aurora.....	Aurora College.....	Coed.....	Orrin E. Jenks, A. B.
Bloomington.....	Illinois Wesleyan University.....	Coed.....	Theodore Kemp, LL. D.
Bourbonnais.....	St. Viator College.....	Men.....	John P. O'Mahoney, A. M.
Carlinville.....	Blackburn College.....	Coed.....	Wm. M. Hudson, D. D.
Carthage.....	Carthage College.....	Coed.....	Harvey D. Hoover, Ph. D.
Chicago.....	Armour Institute of Technology.....	Men.....	Frank W. Gunsaulus, LL. D.
Do.....	De Paul University.....	Coed.....	F. X. McCabe, LL. D.
Do.....	Lewis Institute.....	Coed.....	George N. Carman, A. M., director.
Do.....	Loyola University.....	Men.....	John B. Furay, S. J.
Do.....	University of Chicago.....	Coed.....	Harry Pratt Judson, LL. D.
Decatur.....	James Millikin University.....	Coed.....	Albert R. Taylor, LL. D.
Eureka.....	Eureka College.....	Coed.....	Harry O. Pritchard, LL. D.
Evanston.....	Northwestern University.....	Coed.....	
Ewing.....	Ewing College.....	Coed.....	Arthur E. Summers.
Galesburg.....	Knox College.....	Coed.....	W. E. Simonds, Ph. D., acting
Do.....	Lombard College.....	Coed.....	Joseph M. Tilden, A. M.
Godfrey.....	Monticello Seminary ¹	Women.....	Martina C. Erickson, princi- pal.
Greenville.....	Greenville College.....	Coed.....	Eldon Grant Burritt, A. M.
Jacksonville.....	Illinois College.....	Coed.....	Charles H. Rammelkamp, Ph. D.
Do.....	Illinois Woman's College.....	Women.....	Joseph R. Barker, Ph. D.
Knoxville.....	St. Mary's School.....	Women.....	Chas. W. Leffingwell, D. D. rector.

¹ Junior College.

X.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.
ILLINOIS—continued.			
Lake Forest.....	Lake Forest College.....	Coed.....	John S. Nollen, LL. D.
Lebanon.....	McKendree College.....	Coed.....	H. W. Hurt, LL. D.
Lincoln.....	Lincoln College.....	Coed.....	James H. McMurray, Ph. D.
Monmouth.....	Monmouth College.....	Coed.....	Thos. H. McMichael, D. D.
Mount Carroll.....	Frances Shimer School ¹	Women.....	Wm. P. McKee, A. M.
Naperville.....	Northwestern College.....	Coed.....	Edward E. Rall, Ph. D.
Peoria.....	Bradley Polytechnic Institute.....	Coed.....	Theodore C. Burgess, Ph. D., director.
Rockford.....	Rockford College.....	Women.....	Julia H. Gulliver, LL. D.
Rock Island.....	Augustana College.....	Coed.....	Gustav A. Andreen, Ph. D.
Upper Alton.....	Shurtleff College.....	Coed.....	George M. Potter, A. M.
Urbana.....	University of Illinois.....	Coed.....	Edmund J. James, LL. D.
Wheaton.....	Wheaton College.....	Coed.....	Charles A. Blanchard, D. D.
INDIANA.			
Bloomington.....	Indiana University.....	Coed.....	William L. Bryan, LL. D.
Collegeville.....	St. Joseph's College ¹	Men.....	Ignatius A. Wagner, C. PPS.
Crawfordsville.....	Wabash College.....	Men.....	Geo. Lewes Mackintosh, LL. D.
Earlham.....	Earlham College.....	Coed.....	David M. Edwards, Ph. D.
Fort Wayne.....	Concordia College ¹	Men.....	Martin Luecke.
Franklin.....	Franklin College.....	Coed.....	Chas. E. Goodell, A. M.
Goshen.....	Goshen College.....	Coed.....	John E. Hartzler, B. D.
Greencastle.....	De Pauw University.....	Coed.....	Geo. R. Grose, LL. D.
Hanover.....	Hanover College.....	Coed.....	William A. Mills, LL. D.
Indianapolis.....	Butler College.....	Coed.....	Thomas C. Howe, Ph. D.
Do.....	Indiana Central University.....	Coed.....	Irby J. Good, A. M.
La Fayette.....	Purdue University.....	Coed.....	Winthrop E. Stone, LL. D.
Marion.....	Union Christian College.....	Coed.....	C. B. Hershey, D. D.
Moore's Hill.....	Moore's Hill College ¹	Coed.....	Alfred F. Hughes, S. T. B.
Notre Dame.....	St. Mary's College and Academy.....	Women.....	Mother M. Pauline.
Do.....	University of Notre Dame.....	Men.....	John Cavanaugh, D. D.
Oakland City.....	Oakland City College.....	Coed.....	Wm. P. Dearing.
St. Meinrad.....	St. Meinrad College.....	Men.....	Athanasius Schmitt, D. D.
Terre Haute.....	Rose Polytechnic Institute.....	Men.....	Carl L. Mees, Ph. D.
Upland.....	Taylor University.....	Coed.....	Monroe Vayhinger, D. D.
Valparaiso.....	Valparaiso University.....	Coed.....	William Halton, A. M.
Vincennes.....	Vincennes University.....	Coed.....	
IOWA.			
Ames.....	Iowa State College of Agriculture and Mechanic Arts.....	Coed.....	Raymond A. Pearson, LL. D.
Cedar Falls.....	Iowa State Teachers College.....	Coed.....	Homer H. Seerley, LL. D.
Cedar Rapids.....	Coe College.....	Coed.....	John A. Marquis, LL. D.
Clinton.....	Wartburg College.....	Men.....	John Fritschel, A. M.
Decorah.....	Luther College.....	Men.....	Christian K. Freus, A. B.
Des Moines.....	Des Moines College.....	Coed.....	John A. Earl, D. D.
Do.....	Drake University.....	Coed.....	Hill M. Bell, LL. D.
Do.....	Highland Park College.....	Coed.....	Geo. F. Magill, D. D.
Dubuque.....	Dubuque College.....	Men.....	Daniel M. Gorman, LL. D.
Fairfield.....	Parsons College.....	Coed.....	R. A. Montgomery, D. D.
Fayette.....	Upper Iowa University.....	Coed.....	Chauncey F. Colegrove, Sc. D.
Grinnell.....	Grinnell College.....	Coed.....	John H. T. Main, LL. D.
Hopkinton.....	Lenox College.....	Coed.....	
Indianola.....	Simpson College.....	Coed.....	James W. Campbell, Ph. D.
Iowa City.....	State University of Iowa.....	Coed.....	Walter A. Jessup, Ph. D.
Iowa Falls.....	Ellsworth College.....	Coed.....	Ido F. Meyer, A. M.
Lamoni.....	Graceland College ¹	Coed.....	George N. Briggs, A. B.
Mount Pleasant.....	Iowa Wesleyan College.....	Coed.....	Edwin A. Schell, D. D.
Mount Vernon.....	Cornell College.....	Coed.....	Charles W. Flint, LL. D.
Oskaloosa.....	Penn College.....	Coed.....	David M. Edwards, Ph. D.
Pella.....	Central University of Iowa.....	Coed.....	Milton J. Hoffman, A. M.
St. Louis City.....	Morningside College.....	Coed.....	Alfred E. Craig, D. D.
Storm Lake.....	Buena Vista College.....	Coed.....	Stanton Olinger, Ph. D.
Tabor.....	Tabor College.....	Coed.....	Nelson W. Wehrhan, A. B.
University Park.....	Central Holiness University.....	Coed.....	J. L. Brasher, D. D.
KANSAS.			
Atchison.....	Midland College.....	Coed.....	Rufus B. Peery, D. D.
Do.....	St. Benedict's College.....	Men.....	Innocent Wolf, O. S. B., D. D.
Baldwin City.....	Baker University.....	Coed.....	Wilbur N. Mason, D. D.
Emporia.....	College of Emporia.....	Coed.....	Henry Coe Culbertson, LL. D.
Highland.....	Highland College.....	Coed.....	W. Gilbert James, Ph. D.

¹ Junior college.

X.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	For men, for women, or coordi- national.	Name of president.
KANSAS—contd. used.			
Kansas City	Kansas City University	Coed	J. H. Lucas, LL. D., chan- celor.
Lawrence	University of Kansas	Coed	Frank Strong, LL. D.
Lindsborg	Bethany College	Coed	Ernst F. Philblad, D. D.
McPherson	McPherson College	Coed	Daniel W. Kurts, D. D.
Manhattan	Kansas State Agricultural College	Coed	Julius T. Willard, Sc. d., acting.
Ottawa	Ottawa University	Coed	Silas E. Price, D. D.
St. Marys	St. Mary's College	Men	Wm. J. Wallace, S. J.
Salina	Kansas Wesleyan University	Coed	John F. Harmon, D. D.
Sterling	Cooper College	Coed	Ross T. Campbell, D. D.
Topeka	Washburn College	Coed	Parley P. Womer, D. D.
Wichita	Fairmount College	Coed	Walker H. Rollins, D. D.
Do	Friends University	Coed	Edmund Stanley, LL. D.
Winfield	Southwestern College	Coed	Frank E. Moesman, D. D.
KENTUCKY.			
Berea	Berea College	Coed	Wm. G. Frost, D. D.
Bowling Green	Ogden College	Men	Wm. M. Pearce, A. B.
Danville	Kentucky College for Women ¹	Women	M. M. Allen, D. D.
Do	Central University of Kentucky	Men	Wm. A. Ganfield, LL. D.
Georgetown	Georgetown College	Coed	Maldon B. Adams, LL. D.
Hopkinsville	Bethel Woman's College	Women	B. F. Gabby, A. B.
Lexington	Hamilton College for Women ¹	Women	E. W. McDiarmid, A. M.
Do	Sayre College	Women	J. M. Spencer, D. D.
Do	University of Kentucky	Coed	Frank L. McVey, LL. D.
Do	Transylvania College	Coed	Richard H. Crossfield, LL. D.
Louisville	University of Louisville	Coed	John Patterson, LL. D., dean.
Russellville	Bethel College	Men	Robert H. Tandy, D. D.
Do	Logan Female College ¹	Women	George H. Crowell, Ph. D.
St. Mary	St. Mary's College	Men	Michael Jaglowicz, C. R.
Winchester	Kentucky Wesleyan College	Coed	J. L. Clark, LL. D.
LOUISIANA.			
Monroe	Louisiana State University and Agricultural and Mechanical Col- lege	Coed	Thomas D. Boyd, LL. D.
Clinton	Silliman Collegiate Institute	Women	U. B. Currie.
Convent	Jefferson College	Men	R. H. Smith, S. M.
Mansfield	Mansfield Female College ¹	Women	R. E. Bobbitt, B. S.
New Orleans	H. Sophie Newcomb Memorial College	Women	Brandt V. B. Dixon, LL. D.
Do	Loyola University	Men	Alphonsus E. Otis, S. J.
Do	Tulane University of Louisiana	Men	Robert Sharp, Ph. D.
Pineville	Louisiana College	Coed	C. Cottingham, M. A.
MAINE.			
Brunswick	Bowdoin College	Men	Kenneth C. M. Sills, LL. D., acting.
Lewiston	Bates College	Coed	George C. Chase, LL. D.
Orono	University of Maine	Men	Robert J. Aley, LL. D.
Van Buren	Van Buren College (St. Mary's)	Men	Matthew Thouvenin, S. M.
Waterville	Colby College	Coed	Arthur J. Roberts, A. M.
MARYLAND.			
Annapolis	St. John's College	Men	Thomas Fell, LL. D.
Do	United States Naval Academy	Men	Capt. Edward W. Eberle, superintendent.
Baltimore	Goucher College	Women	Wm. W. Guth, Ph. D.
Do	Johns Hopkins University	Coed	Frank J. Goodnow, LL. D.
Do	Loyola College	Men	Wm. J. Ennis, S. J.
Do	Morgan College (colored)	Coed	John O. Spencer, Ph. D.
Do	Mount St. Joseph's College	Men	Brother Norbert, A. M.
Do	Norte Dame College of Maryland	Women	Sister Mary Florentine.
Chestertown	Washington College	Coed	James W. Cain, LL. D.
College Park	Maryland State College of Agricul- ture	Men	Alfred F. Woods, D. Agri.
Ellicott City	Rook Hill College	Men	Brother E. Pius, F. S. C.
Emmitsburg	Mount St. Mary's College	Men	Bernard J. Bradley, LL. D.
Frederick	Hood College	Women	Joseph H. Apple, LL. D.
Lutherville	Maryland College for Women	Women	Beekman O. Rouse, B. A.
New Windsor	Blue Ridge College	Coed	F. F. Holopple, Jr., H. D.
Westminster	Western Maryland College	Coed	Thomas H. Lewis, LL. D.

¹ Junior college.

X.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.
MASSACHUSETTS.			
Amherst.....	Amherst College.....	Men.....	Alexander Matkilejohn, Ph. D.
Do.....	Massachusetts Agricultural College.....	Coed.....	Kenyon L. Butterfield, LL. D.
Boston.....	Boston College.....	Men.....	Charles W. Lyons, S. J.
Do.....	Boston University.....	Coed.....	Lemuel H. Murlin, D. D.
Do.....	Simmons College.....	Women.....	Henry Lafavour, LL. D.
Cambridge.....	Harvard University.....	Men.....	Abbott Lawrence Lowell, LL. D.
Do.....	Massachusetts Institute of Tech- nology.....	Coed.....	Richard C. MacLaurin, LL. D.
Cambridge.....	Radcliffe College.....	Women.....	Le Baron R. Briggs, LL. D.
Lowell.....	Lowell Textile School.....		Chas. H. Eames, B. S.
Northampton.....	Smith College.....	Women.....	Wm. A. Neilson, Ph. D.
Norton.....	Wheaton College.....	Women.....	Samuel V. Cole, LL. D.
South Hadley.....	Mount Holyoke College.....	Women.....	Mary E. Woolley, LL. D.
Springfield.....	International Young Men's Chris- tian Association College.....	Men.....	Lawrence L. Doggett, D. D.
Tufts College.....	Tufts College.....	Coed.....	Hermon C. Bumpus, LL. D.
Wellesley.....	Wellesley College.....	Women.....	Ellen F. Pendleton, LL. D.
Williamstown.....	Williams College.....	Men.....	Harry A. Garfield, LL. D.
Worcester.....	Clark University.....	Men.....	G. Stanley Hall, LL. D.
Do.....	Clark College.....	Men.....	Edmund Clark Sanford, LL. D.
Do.....	College of the Holy Cross.....	Men.....	Joseph N. Dinand, S. J.
Do.....	Worcester Polytechnic Institute.....	Men.....	Ira N. Hollis, Sc. D.
MICHIGAN.			
Adrian.....	Adrian College.....	Coed.....	Harlan L. Freeman, D. D.
Albion.....	Albion College.....	Coed.....	Samuel Dickie, LL. D.
Alma.....	Alma College.....	Coed.....	Harry M. Crooks, LL. D.
Ann Arbor.....	University of Michigan.....	Coed.....	Harry B. Hutchins, LL. D.
Detroit.....	University of Detroit.....	Men.....	Wm. T. Doran, S. J.
East Lansing.....	Michigan Agricultural College.....	Coed.....	Frank S. Kedzie, Sc. D.
Hillsdale.....	Hillsdale College.....	Coed.....	Joseph W. Mauck, LL. D.
Holland.....	Hope College.....	Coed.....	Ame Vennema, D. D.
Houghton.....	Michigan College of Mines.....	Men.....	Fred W. McNair, Sc. D.
Kalamazoo.....	Kalamazoo College.....	Coed.....	Herbert L. Stetson, LL. D.
Olivet.....	Olivet College.....	Coed.....	Thomas F. Kane, LL. D.
MINNESOTA.			
Collegeville.....	St. John's University.....	Men.....	Peter Engle, Ph. D.
Minneapolis.....	Augsburg Seminary.....	Men.....	Georg Sverdrup, jr., M. A.
Do.....	University of Minnesota.....	Coed.....	Marion Le Roy Burton, LL. D.
Northfield.....	Carleton College.....	Coed.....	Donald J. Cowling, Ph. D.
Do.....	St. Olaf College.....	Coed.....	L. A. Vigness.
St. Paul.....	College of St. Catherine.....	Women.....	Sister Antonia, A. M.
Do.....	College of St. Thomas.....	Men.....	Humphrey Moynihan, D. D.
Do.....	Hamline University.....	Coed.....	Samuel F. Kerfoot, D. D.
Do.....	Macalester College.....	Coed.....	Elmer A. Bess, D. D.
St. Peter.....	Gustavus Adolphus College.....	Coed.....	Oscar J. Johnson, D. D.
Winona.....	College of St. Teresa.....	Women.....	Sister M. Lea.
MISSISSIPPI.			
Agricultural College.....	Mississippi Agricultural and Me- chanical College.....	Coed.....	W. H. Smith, LL. D.
Blue Mountain.....	Blue Mountain College.....	Women.....	W. J. Lowrey, LL. D.
Brookhaven.....	Whitworth Female College.....	Women.....	I. W. Cooper, D. D.
Clinton.....	Hillman College ¹	Women.....	W. T. Lowrey, LL. D.
Do.....	Mississippi College.....	Men.....	John W. Provine, LL. D.
Columbus.....	Mississippi Industrial Institute and College.....	Women.....	Henry L. Whitfield, LL. D.
Grenada.....	Grenada College.....	Women.....	J. R. Countiss, A. B.
Holly Springs.....	Rust College (colored).....	Coed.....	George Evans, D. D.
Jackson.....	Belhaven College.....	Women.....	Sallie McLean, dean.
Do.....	Millsaps College.....	Coed.....	Alexander F. Watkins, D. D.
Meridian.....	Meridian College.....	Coed.....	J. W. Beeson, LL. D.
Pontotoc.....	Chickasaw Female College.....	Women.....	
University.....	University of Mississippi.....	Coed.....	Joseph N. Powers, LL. D., chancellor.
MISSOURI.			
Albany.....	Palmer College ¹	Coed.....	E. A. Watkins, D. D.
Cameron.....	Missouri Wesleyan College.....	Coed.....	Harvey R. De Bra, D. D.
Canton.....	Culver-Stoughton College.....	Coed.....	John H. Wood, B. L.

¹ Junior college.

X.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.
MISSOURI—continued.			
Columbia.....	Christian College ¹	Women.....	Mrs. Luella W. St. Claire-Moss, A. B.
Do.....	Stephens College ¹	Women.....	James M. Wood, A. M.
Do.....	University of Missouri.....	Coed.....	Albert Ross Hill, LL. D.
Fayette.....	Central College.....	Coed.....	Paul H. Linn, D. D.
Do.....	Howard-Payne College ¹	Women.....	Henry E. Stout, A. B.
Fulton.....	Synodical College for Girls ¹	Women.....	John James, A. B.
Do.....	Westminster College.....	Men.....	E. E. Reed, D. D.
Do.....	William Woods College ¹	Women.....	Joseph A. Serena, A. B.
Glasgow.....	Pritchett College ¹	Coed.....	Uriel S. Hall, A. B.
Lexington.....	Central Female College.....	Women.....	Z. M. Williams, LL. D.
Liberty.....	William Jewell College.....	Men.....	John P. Greene, LL. D.
Marshall.....	Missouri Valley College.....	Coed.....	Wm. H. Black, LL. D.
Mexico.....	Hardin College ¹	Women.....	John W. Millon, A. M.
Morrisville.....	Scarritt-Morrisville College ¹	Coed.....	C. A. Haskew, A. B.
Nevada.....	Cottey College ¹	Women.....	Mrs. V. A. C. Stookard.
Parkville.....	Park College.....	Coed.....	Frederick W. Hawley, D. D.
St. Charles.....	Lindenwood College for Women ¹	Women.....	John L. Roemer, D. D.
St. Louis.....	Forest Park College ¹	Women.....	Mrs. Anna S. Cairns.
Do.....	St. Louis University.....	Men.....	Bernard J. Otting, S. J.
Do.....	Washington University.....	Coed.....	Frederic A. Hall, LL. D., acting chancellor.
Springfield.....	Drury College.....	Coed.....	Thomas W. Nedel, Ph. D.
Tarkio.....	Tarkio College.....	Coed.....	Joseph A. Thompson, D. D.
Warrenton.....	Central Wesleyan College.....	Coed.....	Otto E. Kriege, D. D.
MONTANA.²			
Bozeman.....	Montana College of Agriculture and Mechanic Arts.....	Coed.....	J. M. Hamilton, M. S.
Butte.....	Montana State School of Mines.....	Coed.....	Charles H. Bowman, M. S.
Missoula.....	University of Montana.....	Coed.....	Edward O. Sisson, Ph. D.
NEBRASKA.			
Bellevue.....	Bellevue College.....	Coed.....	David R. Kerr, LL. D.
Bethany.....	Cotner University.....	Coed.....	A. D. Harmon, A. M.
College View.....	Union College.....	Coed.....	Harry A. Morrison, A. M.
Crete.....	Doane College.....	Coed.....	Wm. O. Allen, Ph. D.
Grand Island.....	Grand Island College.....	Coed.....	Edward F. Jordan, D. D.
Hastings.....	Hastings College.....	Coed.....	R. B. Crone, LL. D.
Lincoln.....	University of Nebraska.....	Coed.....	Samuel Avery, LL. D., chancellor.
Omaha.....	Creighton University.....	Men.....	F. X. McMenamy, S. J.
Do.....	University of Omaha.....	Coed.....	Daniel E. Jenkins, Ph. D.
University Place.....	Nebraska Wesleyan University.....	Coed.....	Clark A. Fulmer, LL. D., chancellor.
York.....	York College.....	Coed.....	M. O. McLaughlin, LL. D.
NEVADA.			
Reno.....	State University of Nevada.....	Coed.....	Walter E. Clark, Ph. D.
NEW HAMPSHIRE.			
Durham.....	New Hampshire College of Agri- culture and Mechanic Arts.....	Coed.....	Ralph D. Hetzel, A. B.
Hanover.....	Dartmouth College.....	Men.....	Ernest M. Hopkins, LL. D.
Manchester.....	St. Anselm's College.....	Men.....	Ernest Helmstetter, D. D.
NEW JERSEY.			
Convent Station.....	College of St. Elizabeth.....	Women.....	Sister Mary Pauline, LL. D.
Hoboken.....	Stevens Institute of Technology.....	Men.....	Alexander C. Humphreys, LL. D.
Jersey City.....	St. Peter's College.....	Men.....	James F. McDermott, S. J.
Kearlworth.....	Upsala College.....	Coed.....	Peter Froberg, B. D.
New Brunswick.....	Rutgers College.....	Men.....	Wm. H. S. Demarest, LL. D.
Princeton.....	Princeton University.....	Men.....	John Grier Hibben, LL. D.
South Orange.....	Seton Hall College.....	Men.....	Jas. F. Mooney, LL. D.
NEW MEXICO.			
Albuquerque.....	University of New Mexico.....	Coed.....	David R. Boyd, Ph. D.
Socorro.....	New Mexico School of Mines.....	Coed.....	A. X. Hibbard, Met. E.
State College.....	New Mexico College of Agriculture and Mechanic Arts.....	Coed.....	Austin D. Crile.

¹ Junior college.² Chancellor of the University of Montana, Edward C. Elliot, Ph. D.

X.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.
NEW YORK.			
Albany.....	New York State College for Teachers.	Coed.....	A. R. Brubacher, Ph. D.
Alfred.....	Alfred University.	Coed.....	Boothe C. Davis, LL. D.
Annandale.....	St. Stephen's College.	Men.....	Wm. C. Rodgers, D. D.
Aurora.....	Wells College.	Women.....	Kerr D. Macmillan, S. T. D.
Brooklyn.....	Adelphi College.	Coed.....	Frank D. Blodgett, A. M.
Do.....	College of St. Francis Xavier.	Men.....	Joseph H. Rockwell, S. J.
Do.....	Polytechnic Institute of Brooklyn.	Men.....	Fred. W. Atkinson, Ph. D.
Do.....	St. Francis College.	Men.....	Brother David, O. S. F.
Do.....	St. John's College.	Men.....	John W. Moore, LL. D.
Buffalo.....	Canisius College.	Men.....	Geo. J. Krim, S. J.
Do.....	University of Buffalo.	Coed.....	Charles F. Norton, chancellor.
Canton.....	St. Lawrence University.	Coed.....	Frank A. Gallup, A. M.
Clinton.....	Hamilton College.	Men.....	Frederick C. Ferry, LL. D.
Elmira.....	Elmira College.	Women.....	John B. Shaw, LL. D.
Geneva.....	Hobart College.	Coed.....	Lyman P. Powell, LL. D.
Hamilton.....	Colgate University.	Men.....	Elmer B. Bryan, LL. D.
Ithaca.....	Cornell University.	Coed.....	Jacob G. Schurman, LL. D.
New Rochelle.....	College of New Rochelle.	Women.....	Michael C. O'Farrell, D. D.
New York.....	Barnard College.	Women.....	Virginia C. Glidersleeve, Ph. D., dean.
Do.....	College of the City of New York.	Men.....	Skidney E. Mezes, LL. D.
Do.....	Columbia University.	Coed.....	Nicholas M. Butler, LL. D.
Do.....	Fordham University.	Men.....	Jos. A. Mulry, Ph. D.
Do.....	Hunter College of the City of New York.	Women.....	George S. Davis, LL. D.
Do.....	Manhattan College.	Men.....	Brother Edward, A.B.
Do.....	New York University.	Coed.....	Elmer Ellsworth Brown, LL. D., chancellor.
Do.....	Teachers College.	Coed.....	James E. Russell, LL. D., dean.
Niagara University.....	Niagara University.	Men.....	Michael A. Brennan, LL. D.
Potsdam.....	Clarkson College of Technology.	Men.....	John P. Brooks, Sc. D., director.
Poughkeepsie.....	Vassar College.	Women.....	Henry N. MacCracken, LL. D.
Rochester.....	University of Rochester.	Coed.....	Rush Rhees, LL. D.
St. Bonaventure.....	St. Bonaventure's College.	Men.....	Alexander M. Hickey, O. F. M.
Schenectady.....	Union University.	Men.....	Charles A. Richmond, LL. D.
Syracuse.....	New York State College of Forestry (at Syracuse University).	Men.....	Hugh P. Baker, M. F., dean.
Do.....	Syracuse University.	Coed.....	James R. Day, LL. D., chancellor.
Troy.....	Rensselaer Polytechnic Institute.	Men.....	Palmer C. Ricketts, LL. D.
Do.....	Russell Sage College of Practical Arts.	Women.....	Eliza Kellas, Ph. B.
West Point.....	United States Military Academy.	Men.....	Col. Samuel E. Tillman, supt.
NORTH CAROLINA.			
Belmont.....	Belmont Abbey College.	Men.....	Leo Hald, D. D.
Chapel Hill.....	University of North Carolina.	Coed.....	Edward K. Graham, LL. D.
Charlotte.....	Biddle University (colored).	Men.....	H. L. McCrory, D. D.
Do.....	Queens College.	Women.....	Henry C. Evans, D. D.
Davidson.....	Davidson College.	Men.....	Wm. J. Martin, Ph. D.
Durham.....	Trinity College.	Coed.....	Wm. P. Few, LL. D.
Elon College.....	Elon College.	Coed.....	Wm. A. Harper, LL. D.
Greensboro.....	Greensboro College for Women.	Women.....	S. B. Turrentine, D. D.
Gulford College.....	Gulford College.	Coed.....	Thomas Newlin, LL. D.
Hickory.....	Lenoir College.	Coed.....	R. L. Fritz, D. D.
Raleigh.....	Mercedith College.	Women.....	Charles E. Brewer, Ph. D.
Do.....	Peace Institute.	Women.....	Mary O. Graham.
Do.....	St. Mary's School.	Women.....	George W. Lay, D. C. L.
Do.....	Shaw University (colored).	Coed.....	Chas. F. Meserve, LL. D.
Red Springs.....	Flora Macdonald College.	Women.....	C. G. Vardell, D. D.
Salisbury.....	Livingstone College (colored).	Coed.....	D. C. Snuggs, Ph. D.
Wake Forest.....	Wake Forest College.	Men.....	Wm. L. Foteat, LL. D.
Weaueville.....	Weaver College ¹ .	Coed.....	J. R. Walker, A. M.
West Raleigh.....	North Carolina State College of Agriculture and Engineering.	Men.....	Wallace C. Riddick, LL. D.
Wilson.....	Atlantic Christian College.	Coed.....	Raymond A. Smith, A. M.
Winston-Salem.....	Salem Academy and College.	Women.....	Howard E. Rondthaler, D. D.

¹ Junior college.

X.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.
NORTH DAKOTA.			
Agricultural College.....	North Dakota Agricultural College.	Coed.....	Edwin F. Ladd, LL. D.
Fargo.....	Fargo College.....	Coed.....	John W. Hanzel, LL. D.
Jamestown.....	Jamestown College.....	Coed.....	Barend H. Kroese, D. D.
University.....	University of North Dakota.....	Coed.....	
Do.....	Wesley College.....	Coed.....	Edward P. Robertson, D. D.
OHIO.			
Ada.....	Ohio Northern University.....	Coed.....	Albert E. Smith, D. D.
Akron.....	Municipal University of Akron.....	Coed.....	Parke R. Kolbe, Ph. D.
Alliance.....	Mount Union College.....	Coed.....	Wm. H. McMaster, D. D.
Ashland.....	Ashland College.....	Coed.....	Wm. D. Furry, Ph. D.
Athens.....	Ohio University.....	Coed.....	Alston Ellis, LL. D.
Berea.....	Baldwin-Wallace College.....	Coed.....	Arthur L. Breslich, D. D.
Bluffton.....	Bluffton College.....	Coed.....	Samuel K. Modman, Ph. D.
Cedarville.....	Cedarville College.....	Coed.....	Wilbert R. McChesney, D. D.
Cincinnati.....	St. Xavier College.....	Men.....	James McCabe, S. J.
Do.....	University of Cincinnati.....	Coed.....	Chas. W. Dabney, LL. D.
Cleveland.....	Case School of Applied Science.....	Men.....	Charles S. Howe, Ph. D.
Do.....	St. Ignatius College.....	Men.....	Wm. R. Sommerhauser, S. J.
Do.....	Western Reserve University.....	Coed.....	Charles F. Thwing, LL. D.
Columbus.....	Capital University.....	Men.....	Otto Mees, A. M.
Do.....	Ohio State University.....	Coed.....	Wm. O. Thompson, LL. D.
Dayton.....	St. Mary College.....	Men.....	Bernard P. O'Reilly, D. D.
Defiance.....	Defiance College.....	Coed.....	
Delaware.....	Ohio Wesleyan University.....	Coed.....	John W. Hoffman, LL. D.
Findlay.....	Findlay College.....	Coed.....	Wm. H. Guyer, D. D.
Gambier.....	Kenyon College.....	Men.....	Wm. F. Peirce, L. H. D.
Granville.....	Denison University.....	Coed.....	Clark W. Chamberlain, Ph. D.
Hiram.....	Hiram College.....	Coed.....	Miner Lee Bates, LL. D.
Marietta.....	Marietta College.....	Coed.....	George W. Hinman, Ph. D.
New Athens.....	Franklin College.....	Coed.....	Wm. R. Hughes, D. D.
New Concord.....	Muskingum College.....	Coed.....	J. K. Montgomery, D. D.
Oberlin.....	Oberlin College.....	Coed.....	Henry C. King, LL. D.
Oxford.....	Miami University.....	Coed.....	Raymond M. Hughes, M. S.
Do.....	Oxford College for Women.....	Women.....	Jane Sherzer, Ph. D.
Do.....	Western College for Women.....	Women.....	Wm. W. Boyd, Ped. D.
Painesville.....	Lake Erie College.....	Women.....	Vivian B. Small, LL. D.
Rio Grande.....	Rio Grande College.....	Coed.....	Simson H. Bing, M. S.
Springfield.....	Wittenberg College.....	Coed.....	Charles G. Heckert, D. D.
Tiffin.....	Heidelberg University.....	Coed.....	Charles E. Miller, LL. D.
Toledo.....	St. John's University.....	Men.....	John A. Weland, S. J.
Do.....	Toledo University.....	Coed.....	A. Monroe Stowe, Ph. D.
Westerville.....	Otterbein University.....	Coed.....	Walter G. Clippinger, D. D.
Wilberforce.....	Wilberforce University (colored).....	Coed.....	Wm. S. Scarborough, LL. D.
Wilmington.....	Wilmington College.....	Coed.....	J. Edwin Jay, A. M.
Wooster.....	College of Wooster.....	Coed.....	J. Campbell White, LL. D.
Yellowsprings.....	Antioch College.....	Coed.....	George D. Black, D. D.
OKLAHOMA.			
Chickasha.....	Oklahoma College for Women.....	Women.....	G. W. Austin, B. S.
Guthrie.....	Methodist University of Oklahoma.....	Coed.....	Edward Hislop, D. D.
Kingfisher.....	Kingfisher College.....	Coed.....	Henry W. Tuttle, D. D.
Norman.....	University of Oklahoma.....	Coed.....	Stratton D. Brooks, LL. D.
Stillwater.....	Oklahoma Agricultural and Me- chanical College.....	Coed.....	James W. Cantwell, A. M.
Tulsa.....	Henry Kendall College.....	Coed.....	
OREGON.			
Albany.....	Albany College.....	Coed.....	Wallace H. Lee, LL. D.
Corvallis.....	Oregon Agricultural College.....	Coed.....	William J. Kerr, Sc. D.
Eugene.....	University of Oregon.....	Coed.....	Prince L. Campbell, LL. D.
Forest Grove.....	Pacific University.....	Coed.....	Robt. F. Clark, A. M., acting.
McMinnville.....	McMinnville College.....	Coed.....	Leonard W. Riley, D. D.
Newberg.....	Pacific College.....	Coed.....	Levi T. Pennington, A. B.
Portland.....	Reed College.....	Coed.....	Wm. T. Foster, LL. D.
Salem.....	Willamette University.....	Coed.....	Carl G. Doney, LL. D.
PENNSYLVANIA.			
Allentown.....	Allentown College for Women.....	Women.....	Wm. F. Curtis, Litt. D.
Do.....	Muhlenberg College.....	Men.....	John W. A. Haas, LL. D.
Annville.....	Lebanon Valley College.....	Coed.....	George D. Gosard, D. D.
Beatty.....	St. Vincent College.....	Men.....	Leander Schnerr, O. S. B.
Beaver.....	Beaver College.....	Women.....	LeRoy Weller, Litt. D.
Beaver Falls.....	Geneva College.....	Coed.....	R. H. Martin, D. D.

X.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.
PENNSYLVANIA—contd.			
Bethlehem.....	Moravian College.	Men.....	Aug. Schultze, L. H. D.
Do.....	Moravian Seminary and College for Women.	Women.....	John H. Clewell, Ph. D.
Bryn Mawr.....	Bryn Mawr College.....	Women.....	Miss M. Carey Thomas, LL. D.
Carlisle.....	Dickinson College.....	Coed.....	James H. Morgan, LL. D.
Chambersburg.....	Wilson College.....	Women.....	Ethelbert D. Warfield, LL. D.
Chester.....	Pennsylvania Military College.....	Men.....	Chas. E. Hyatt, LL. D.
Collegeville.....	Ursinus College.....	Coed.....	George L. Omwake, Pd. D.
Easton.....	Lafayette College.....	Men.....	John H. MacCracken, D. LL.
Gettysburg.....	Pennsylvania College.....	Coed.....	William A. Granville, LL. D.
Greenville.....	Thiel College.....	Coed.....	Henry W. Elson, Ph. D.
Grove City.....	Grove City College.....	Coed.....	Weir C. Kettler, A. M.
Haverford.....	Haverford College.....	Men.....	William W. Comfort, Ph. D.
Huntingdon.....	Juniata College.....	Coed.....	I. Harvey Brumbaugh, A. M.
Lancaster.....	Franklin and Marshall College.....	Men.....	Henry H. Apple, LL. D.
Lewisburg.....	Bucknell University.....	Coed.....	John H. Harris, LL. D.
Lincoln University.....	Lincoln University (colored).....	Men.....	John B. Randall, D. D.
Meadville.....	Allegheny College.....	Coed.....	Wm. H. Crawford, LL. D.
Mechanicsburg.....	Irving Female College.....	Women.....	M. H. Reaser, Ph. D.
Myerstown.....	Albright College.....	Coed.....	L. Clarence Hunt, D. D.
New Wilmington.....	Westminster College.....	Coed.....	W. C. Wallace, D. D.
Philadelphia.....	Drexel Institute.....	Coed.....	Hollis Godfrey, Sc. D.
Do.....	Dropste College.....	Coed.....	Cyrus Adler, Ph. D.
Do.....	La Salle College.....	Men.....	Brother D. Edward, LL. D.
Do.....	St. Joseph's College.....	Men.....	J. Charles Davey, S. J.
Do.....	Temple University.....	Coed.....	Russell H. Conwall, LL. D.
Do.....	University of Pennsylvania.....	Coed.....	Edgar Fahs Smith, LL. D. provost.
Pittsburgh.....	Carnegie Institute of Technology.....	Coed.....	Arthur A. Hamerschlag, LL. D.
Do.....	Duquesne University of the Holy Ghost.....	Men.....	Martin A. Hehir, LL. D.
Do.....	Pennsylvania College for Women.....	Women.....	John C. Acheson, LL. D.
Do.....	University of Pittsburgh.....	Coed.....	Samuel B. McCormick, LL. D., chancellor.
Sellinsgrove.....	Susquehanna University.....	Coed.....	Charles T. Atkins, D. D.
South Bethlehem.....	Lehigh University.....	Men.....	Henry S. Drinker, LL. D.
State College.....	Pennsylvania State College.....	Coed.....	Edwin E. Sparks, LL. D.
Swarthmore.....	Swarthmore College.....	Coed.....	Joseph Swain, LL. D.
Villanova.....	Villanova College.....	Men.....	Edward G. Dohan, LL. D.
Washington.....	Washington and Jefferson College.....	Coed.....	Frederick W. Hittit, LL. D.
Waynesburg.....	Waynesburg College.....	Coed.....	Herbert P. Houghton, Ph. D.
PORTO RICO.			
San Juan.....	University of Porto Rico.....	Coed.....	Paul G. Miller, Ph. D.
RHODE ISLAND.			
Kingston.....	Rhode Island State College.....	Coed.....	Howard Edwards, LL. D.
Providence.....	Brown University.....	Coed.....	W. H. P. Faunce, LL. D.
SOUTH CAROLINA.			
Charleston.....	College of Charleston.....	Men.....	Harrison Randolph, LL. D.
Do.....	The Citadel, the Military College of South Carolina.....	Men.....	Col. O. J. Bond, A. M., su- perintendent.
Clemson College.....	Clemson Agricultural College.....	Men.....	Walter M. Riggs, LL. D.
Clinton.....	Presbyterian College of South Carolina.....	Coed.....	Davison McD. Douglas, D. D.
College Place.....	Columbia College.....	Women.....	G. T. Fugh, Ph. D.
Columbia.....	Benedict College (colored).....	Coed.....	B. W. Valentine, A. M.
Do.....	Chicora College for Women.....	Women.....	S. C. Byrd, D. D.
Do.....	University of South Carolina.....	Coed.....	Wm. S. Currell, LL. D.
Due West.....	Erskine College.....	Coed.....	James S. Moffatt, D. D.
Do.....	Woman's College of Due West.....	Women.....	Richard L. Robinson, D. D.
Greenville.....	Furman University.....	Men.....	Edwin McNeill Potest, LL. D.
Do.....	Greenville Woman's College.....	Women.....	David M. Ramsey, D. D.
Greenwood.....	Lander College.....	Women.....	John O. Willson, D. D.
Hartsville.....	Coker College for Women.....	Women.....	Howard Lee Jones, D. D.
Newberry.....	Newberry College.....	Coed.....	John H. Harms, D. D.
Spartanburg.....	Converse College.....	Women.....	Robert P. Pell, Litt. D.
Do.....	Wofford College.....	Men.....	Henry N. Snyder, LL. D.

X.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.
SOUTH DAKOTA.			
Brookings.....	South Dakota State College of Agriculture and Mechanic Arts.	Coed.....	Ellwood C. Perisha, LL. D.
Huron.....	Huron College.....	Coed.....	Harry M. Gage, LL. D.
Mitchell.....	Dakota Wesleyan University.....	Coed.....	W. D. Schermerhorn, D. D.
Rapid City.....	State School of Mines.....	Coed.....	Cleophas C. O'Hara, Ph. D.
Sioux Falls.....	Sioux Falls College.....	Coed.....	Rolvix Harlin, Ph. D.
Vermilion.....	University of South Dakota.....	Coed.....	Robert L. Slagel, Ph. D.
Yankton.....	Yankton College.....	Coed.....	Henry K. Warren, LL. D.
TENNESSEE.			
Bristol.....	King College.....	Men.....	Tilden Scherer, D. D.
Chattanooga.....	University of Chattanooga.....	Coed.....	Frederick W. Hixon, D. D.
Clarksville.....	Southwestern Presbyterian Uni- versity.....	Men.....	George Lang, D. D.
Greenville.....	Tusculum College.....	Coed.....	Chas. O. Gray, D. D.
Harrogate.....	Lincoln Memorial University.....	Coed.....	George A. Hubbell, Ph. D.
Jackson.....	Memphis Conference Female In- stitute. ¹	Women.....	Henry G. Hawkins, A. B.
Do.....	Union University.....	Coed.....	G. M. Savage, LL. D.
Jefferson City.....	Carson and Newman College.....	Coed.....	Jesse McGarity Burnett, D. D.
Knoxville.....	Knoxville College (colored).....	Coed.....	Ralph W. McGranahan, D. D.
Do.....	University of Tennessee.....	Coed.....	Brown Ayres, LL. D.
Lebanon.....	Cumberland University.....	Coed.....	Edward P. Childs, A. M.
McKenzie.....	Bethel College.....	Coed.....	N. J. Finney, A. M.
Maryville.....	Maryville College.....	Coed.....	Samuel T. Wilson, D. D.
Memphis.....	Christian Brothers College.....	Men.....	Brother Elsear, F. S. C.
Milligan.....	Milligan College ¹	Coed.....	H. J. Derthrik, A. M.
Murfreesboro.....	Tennessee College.....	Women.....	Geo. J. Burnett, A. M.
Nashville.....	Bocobel College.....	Women.....	Chas. E. Sullivan, D. D.
Do.....	Nashville College for Young Wo- men. ¹	Women.....	Richard G. Cox.
Do.....	Fisk University (colored).....	Coed.....	Payette A. McKenzie, LL. D.
Do.....	George Peabody College for Teach- ers.....	Coed.....	Bruce R. Payne, Ph. D.
Do.....	Vanderbilt University.....	Coed.....	James H. Kirkland, LL. D., chancellor.
Sewanee.....	University of the South.....	Men.....	Albion W. Knight, D. D., vice chancellor.
Spencer.....	Burritt College.....	Coed.....	W. S. Graves, A. M.
Washington College.....	Washington College.....	Coed.....	James T. Cooter, D. D.
TEXAS.			
Ablene.....	Simmons College.....	Coed.....	Jefferson D. Sandefer, Ph. B.
Austin.....	University of Texas.....	Coed.....	Robert E. Vinson, LL. D.
Belton.....	Baylor Female College.....	Women.....	John C. Hardy, LL. D.
Brownwood.....	Daniel Baker College.....	Coed.....	Tinsley P. Junkin, LL. D.
Do.....	Howard Payne College.....	Coed.....	Judson A. Tolman, Ph. D.
College Station.....	Agricultural and Mechanical Col- lege of Texas.....	Men.....	Wm. B. Bizzell, D. C. L.
Dallas.....	Southern Methodist University.....	Coed.....	Robert S. Hyer, LL. D.
Denton.....	College of Industrial Arts.....	Women.....	F. M. Bralley.
Fort Worth.....	Texas Woman's College.....	Women.....	H. A. Boaz, D. D.
Do.....	Texas Christian University.....	Coed.....	W. B. Parks, Ph. D., acting.
Georgetown.....	Southwestern University.....	Coed.....	Charles M. Bishop, D. D.
Houston.....	Rice Institute.....	Coed.....	Edgar O. Lovett, LL. D.
San Antonio.....	St. Louis College.....	Men.....	A. Frische, S. M.
Sherman.....	Austin College.....	Men.....	Thomas S. Clyce, LL. D.
Do.....	North Texas Female College ¹	Women.....	Edwin Kidd.
Tehuacana.....	Westminster College.....	Coed.....	John C. Williams, D. D.
Waco.....	Baylor University.....	Coed.....	Samuel P. Brooks, LL. D.
Waxahachie.....	Trinity University.....	Coed.....	Samuel Lee Hornbeak, LL. D.
UTAH.			
Logan.....	Agricultural College of Utah.....	Coed.....	E. G. Peterson, Ph. D.
Salt Lake City.....	University of Utah.....	Coed.....	John A. Widtsoe, Ph. D.
VERMONT.			
Burlington.....	University of Vermont and State Agricultural College.....	Coed.....	Guy P. Benton, LL. D.
Middlebury.....	Middlebury College.....	Coed.....	John Martin Thomas, LL. D.
Northfield.....	Norwich University.....	Men.....	Col. Ira L. Reeves, Litt. D.
Winooski.....	St. Michael's College.....	Men.....	E. M. Salmon, D. D.

¹ Junior college.

X.—UNIVERSITY AND COLLEGE PRESIDENTS—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.
VIRGINIA.			
Abingdon.....	Martha Washington College.....	Women.....	Samuel D. Long, A. B.
Do.....	Stonewall Jackson College.....	Women.....	John R. Dobyns, LL. D.
Ashland.....	Randolph-Macon College.....	Men.....	Robert E. Blackwell, LL. D.
Blacksburg.....	Virginia Agricultural and Me- chanical College and Polytech- nic Institute.	Men.....	Joseph D. Eggleston, LL. D.
Bridgewater.....	Bridgewater College.....	Coed.....	John S. Flory, Ph. D.
Bristol.....	Virginia Intermont College ¹	Women.....	H. G. Noffsinger, M. A.
Do.....	Sullins College.....	Women.....	W. E. Martin, Ph. D.
Charlottesville.....	University of Virginia.....	Men.....	Edwin A. Alderman, LL. D.
Danville.....	Averett College ¹	Women.....	C. E. Crosland, A. B.
Emory.....	Emory and Henry College.....	Men.....	Chas. C. Weaver, Ph. D.
Hampden-Sidney.....	Hampden-Sidney College.....	Men.....	Ashton W. McWhorter, Ph. D., acting.
Hollins.....	Hollins College.....	Women.....	Matty L. Cocke, Litt. D.
Lexington.....	Virginia Military Institute.....	Men.....	Edward W. Nichols, supt.
Do.....	Washington and Lee University.....	Men.....	Henry Louis Smith, LL. D.
Lynchburg.....	Randolph-Macon Woman's Col- lege.	Women.....	Wm. A. Webb, Litt. D.
Do.....	Virginia Christian College ¹	Coed.....	J. T. T. Hundley, A. B.
Manassas.....	Eastern College.....	Coed.....	Hervin U. Roop, LL. D.
Richmond.....	Richmond College.....	Coed.....	F. W. Boatwright, LL. D.
Do.....	Virginia Union University (col- ored). ¹	Men.....	George R. Hovey, D. D.
Roanoke.....	Virginia College ¹	Women.....	Mattie P. Harris.
Salem.....	Roanoke College.....	Men.....	John A. Morehead, D. D.
Do.....	Elizabeth College.....	Women.....	John C. Peery, A. M.
Sweet Briar.....	Sweet Briar College.....	Women.....	Emilie W. McVea, Litt. D.
Williamsburg.....	College of William and Mary.....	Men.....	Lyons G. Tyler, LL. D.
WASHINGTON.			
Pullman.....	State College of Washington.....	Coed.....	Ernest O. Holland, Ph. D.
Seattle.....	University of Washington.....	Coed.....	Henry Suzzallo, Ph. D.
Spokane.....	Gonzaga University.....	Men.....	James M. Brogan, S. J.
Do.....	Spokane College ¹	Coed.....	J. J. Thompson, A. B.
Do.....	Whitworth College.....	Coed.....	Donald D. McKay, D. D.
Tacoma.....	College of Puget Sound.....	Coed.....	Edward H. Todd, D. D.
Walla Walla.....	Whitman College.....	Coed.....	Stephen B. L. Penrose, D. D.
WEST VIRGINIA.			
Bethany.....	Bethany College.....	Coed.....	Thomas E. Cramblet, LL. D.
Buckhannon.....	West Virginia Wesleyan College.....	Coed.....	Wallace B. Fleming, D. D.
Elkins.....	Davis and Elkins College.....	Coed.....	James E. Allen, A. B.
Morgantown.....	West Virginia University.....	Coed.....	Frank B. Trotter, LL. D.
WISCONSIN.			
Appleton.....	Lawrence College.....	Coed.....	Samuel Plantz, LL. D.
Beloit.....	Beloit College.....	Coed.....	Melvin A. Brannon, LL. D.
Madison.....	University of Wisconsin.....	Coed.....	Charles R. Van Hise, LL. D.
Milton.....	Milton College.....	Coed.....	Wm. C. Daland, D. D.
Milwaukee.....	Concordia College ¹	Men.....	M. J. F. Albrecht.
Do.....	Marquette University.....	Men.....	Herbert C. Noonan, S. J.
Do.....	Milwaukee-Dowder College.....	Women.....	Ellen C. Sabin, LL. D.
Plymouth.....	Mission House.....	Coed.....	E. A. Hofer, D. D.
Prairie du Chien.....	Campton College.....	Men.....	George R. Kister, S. J.
Ripon.....	Ripon College.....	Coed.....	
Sinsinawa.....	St. Clara College and Academy.....	Women.....	Sister Mary George, A. M.
Watertown.....	Northwestern College.....	Men.....	Augustus F. Ernst, Ph. D.
Waukesha.....	Carroll College.....	Coed.....	W. O. Carrier, D. D.
WYOMING.			
Laramie.....	University of Wyoming.....	Coed.....	Aven Nelson, Ph. D., acting.

¹ Junior college.

XI.—COLLEGES AND UNIVERSITIES—DEANS OR DIRECTORS OF COLLEGES OR SCHOOLS OF ENGINEERING AND EDUCATION.

Location.	Name of institution.	Dean or director of engineering.	Dean or director of education.
Auburn, Ala.....	Alabama Polytechnic Institute.	John J. Wilmore, M. E. ...	
University, Ala.....	University of Alabama.....	George J. Davis, Jr., C. E.	James S. Thomas, A. M.
Tucson, Ariz.....	University of Arizona.....	Gurdon M. Butler, E. M.	
Fayetteville, Ark...	University of Arkansas.....	Wm. N. Gladson, Ph. D.	James R. Jewell, Ph. D.
Berkeley, Cal.....	University of California.....	Charles Derleth, Jr., C. E. ¹	Alexis F. Lange, Ph. D.
		Andrew C. Lawson, Ph. D. ²	
		Clarence L. Cory, D. Eng. ³	
Los Angeles, Cal....	University of Southern California.	Charles W. Lawrence, C. E. ⁴	
Pasadena, Cal.....	Throop College of Technology.	George A. Damon, E. E. ...	
Santa Clara, Cal....	University of Santa Clara....	Joseph L. Donovan, C. E. ⁵	Cornelius A. Buckley, S. J.
		George L. Sullivan, Ph. D. ⁶	
Stanford University, Cal.	Leland Stanford Junior University.	Charles D. Marx, C. E. ⁷ ...	
		Harris J. Ryan, M. E. ⁸ ...	
		William F. Durand, Ph. D. ⁹	
Boulder, Colo.....	University of Colorado.....	Milo S. Ketchum, C. E. ...	Frank E. Thompson, A. B.
Colorado Springs, Colo.	Colorado College.....	Florian Cajon, Sc. D.	
Fort Collins, Colo...	Colorado Agricultural College.	L. D. Crane, M. M. E. ...	
Golden, Colo.....	State School of Mines.....	Victor C. Alderson, Sc. D.	
Greeley, Colo.....	Colorado State Teachers College.		John G. Crabbe, L. L. D.
New Haven, Conn...	Sheffield Scientific School (Yale University).	Russell H. Chittenden, Sc. D.	
Newark, Del.....	Delaware College.....	Allen R. Cullimore, B. S. ...	
Washington, D. C. ...	Catholic University of America.	Aubrey E. Landry, Ph. D.	
Do.....	George Washington University.	Howard L. Hodgkins, Ph. D.	William C. Ruediger, Ph. D.
Do.....	Howard University (colored).	Harold D. Hatfield, M. E.	Lewis B. Moore, Ph. D.
Gainesville, Fla.....	University of Florida.....	John R. Benton, Ph. D. ...	Harvey W. Cox, Ph. D.
Athens, Ga.....	University of Georgia.....	Charles M. Strahan, Sc. D. ⁴	Thomas J. Woolter, L. L. D.
Atlanta, Ga.....	Georgia School of Technology.	William H. Emerson, Ph. D.	
Moscow, Idaho.....	University of Idaho.....	Charles N. Little, Ph. D. ...	
Chicago, Ill.....	Armour Institute of Technology.	Howard M. Raymond, B. S.	
Do.....	Lewis Institute.....	Edwin H. Lewis, Ph. D. ...	
Do.....	De Paul University.....	Edwin G. Birren, C. E. ...	
Do.....	University of Chicago.....		William S. Gray, Ph. D.
Evanston, Ill.....	Northwestern University....	John F. Hayford, C. E. ...	
Urbana, Ill.....	University of Illinois.....	C. Russ Richards, M. E. ...	W. W. Charters, Ph. D.
Bloomington, Ind...	Indiana University.....		Henry L. Smith, Ph. D.
La Fayette, Ind....	Purdue University.....	Charles H. Benjamin, D. Eng.	
Notre Dame, Ind...	University of Notre Dame....	Martin McCue, C. E. ...	
Terre Haute, Ind...	Rose Polytechnic Institute....	Carl L. Mees, Ph. D.	
Valparaiso, Ind...	Valparaiso University.....	Ray C. Yeoman, C. E. ...	George W. Neet, Pg. D.
Ames, Iowa.....	Iowa State College of Agriculture and Mechanic Arts.	Anson Marston, C. E.	
Cedar Falls, Iowa...	Iowa State Teachers College...		G. W. Walters, M. S.
Des Moines, Iowa...	Highland Park College.....	Adolph Shane, E. E. ...	
Iowa City, Iowa....	State University of Iowa.....	William G. Raymond, L. L. D.	William F. Russell, Ph. D.
Lawrence, Kans....	University of Kansas.....	Perley F. Walker, M. M. E.	Frederick J. Kelly, Ph. D.
Manhattan, Kans...	Kansas State Agricultural College.	Audrey A. Potter, A. B. ...	
Lexington, Ky.....	University of Kentucky.....	Frederick P. Anderson, M. E. ⁸	
		D. V. Terrell, C. E. ¹ ...	
		Charles J. Norwood, M. S. ⁹	

¹ Dean of the College of Civil Engineering.² Dean of the College of Mining.³ Dean of the College of Mechanics.⁴ Professor of civil engineering.⁵ Professor of mechanical-electrical engineering.⁶ Professor of electrical engineering.⁷ Professor of mechanical engineering.⁸ Dean of the College of Electrical and Mechanical Engineering.

XI.—COLLEGES AND UNIVERSITIES—DEANS OR DIRECTORS OF COLLEGES OR SCHOOLS OF ENGINEERING AND EDUCATION—Continued.

Location.	Name of institution.	Dean or director of engineering.	Dean or director of education.
Baton Rouge, La...	Louisiana State University and Agricultural and Mechanical College.	Thomas W. Atkinson, C. E.	Dehmar T. Powers, A. M.
New Orleans, La...	Tulane University of Louisiana.	William H. Creighton, U. S. N.	
Orono, Me.....	University of Maine.....	Harold S. Boardman, C. E.	
Baltimore, Md.....	Johns Hopkins University...	John B. Whitehead, Ph. D. ¹ Carl C. Thomas, M. E. ² Charles J. Tilden, B. S. ³ T. H. Tallaferra, Ph. D...	
College Park, Md...	Maryland State College of Agriculture.		
Cambridge, Mass...	Massachusetts Institute of Technology.	Alfred E. Burton, Sc. D.	
Tufts College, Mass.	Tufts College.....	Gardner C. Anthony, Sc. D.	
Worcester, Mass....	Worcester Polytechnic Institute.	Ira N. Hollis, Sc. D.....	
Ann Arbor, Mich...	University of Michigan.....	Mortimer E. Cooley, D. Eng.	
Detroit, Mich.....	University of Detroit.....	Jay R. McCall, B. S.....	
East Lansing, Mich.	Michigan Agricultural College	George W. Bissell, M. E.	
Houghton, Mich....	Michigan College of Mines	Fred W. McNair, Sc. D.	
Minneapolis, Minn..	University of Minnesota.....	John R. Allen, M. E. William R. Appleby, A. M. ⁴ B. M. Walker, Ph. D....	Lotus D. Coffman, Ph. D.
Agricultural College, Miss.	Mississippi Agricultural and Mechanical College.		
University, Miss....	University of Mississippi.....	John H. Dorroh, C. E.	John C. Fant, Ph. D.
Columbia, Mo.....	University of Missouri.....	Elmer J. McCaustland, M. C. E. Austin L. McRae, Sc. D. Alexander S. Langsdorf, M. M. E.	Jesse H. Coursault, Ph. D.
St. Louis, Mo.....	Washington University.....	Arthur W. Richter, M. E.	
Bozeman, Mont....	Montana College of Agriculture and Mechanic Arts.	Charles H. Bowman, M. S.	
Butte, Mont.....	Montana State School of Mines.	Oscar Van Pelt Stout, C. E.	George W. A. Luckey, Ph. D. ⁵ Charles Fordyce, Ph. D. ⁶ George F. James, Ph. D.
Lincoln, Nebr.....	University of Nebraska.....		
Reno, Nev.....	University of Nevada.....	James G. Scrugham, M. E. Francis C. Lincoln, Ph. D. ⁷ Charles E. Hewett, M. E.	
Durham, N. H.....	New Hampshire College of Agriculture and Mechanic Arts.		
Hanover, N. H.....	Dartmouth College.....	Robert Fletcher, Ph. D.	
Hoboken, N. J.....	Stevens Institute of Technology	Alexander C. Humphreys, LL. D.	
New Brunswick, N. J.	Rutgers College.....	Alfred A. Titsworth, Sc. D.	
Princeton, N. J.....	Princeton University.....	Malcolm MacLaren, E. E. ⁸	
Albuquerque, N. Mex.	University of New Mexico...	Anthony W. Wand, B. S. Frank H. Constant, Sc. D. ⁹	Charles E. Hodgkin, Bp. D.
Socorro, N. Mex....	New Mexico School of Mines.	Fletcher A. Jones, E. M.	
State College, N. Mex.	New Mexico College of Agriculture and Mechanic Arts.	Arthur F. Barnes, B. S.	
Albany, N. Y.....	New York State College for Teachers.		A. R. Brubacher, Ph. D.
Brooklyn, N. Y....	Polytechnic Institute of Brooklyn.	Fred W. Atkinson, Ph. D.	
Ithaca, N. Y.....	Cornell University.....	Eugene E. Haskell, C. E. ¹⁰ Albert W. Smith, M. M. E. ¹¹	
New York, N. Y....	Columbia University.....	George B. Pegram, Ph. D. ¹²	James E. Russell, LL. D.
Do.....	Hunter College of the City of New York.		James M. Kieran, LL. D.
Do.....	Manhattan College.....	Brother Thomas, C. E.	
Do.....	New York University.....	Charles H. Snow, Sc. D.	Thomas M. Balliet, Ph. D.
Potsdam, N. Y.....	Clarkson College of Technology.	John P. Brooks, Sc. D...	

¹ Professor of electrical engineering.² Professor of mechanical engineering.³ Professor of civil engineering.⁴ Dean of the school of mines.⁵ Dean of the graduate school of education.⁶ Dean of the teachers college.⁷ Director of Mackay School of Mines.⁸ Dean of the college of civil engineering.⁹ Dean of Sibley College.¹⁰ Acting dean.

XI.—COLLEGES AND UNIVERSITIES—DEANS OR DIRECTORS OF COLLEGES OR SCHOOLS OF ENGINEERING AND EDUCATION—Continued.

Location.	Name of institution.	Dean or director of engineering.	Dean or director of education.
Rochester, N. Y....	University of Rochester.....	Millard C. Ernsberger, M. E.	
Schenectady, N. Y.	Union University.....	A. B. McDaniel, B. S. ¹ ...	
Syracuse, N. Y....	Syracuse University.....	Ernst J. Berg, Sc. D. ² ...	Mark E. Penney, Ph. D. acting.
Troy, N. Y.....	Rensselaer Polytechnic Institute.	William P. Graham, Ph. D.	
Chapel Hill, N. C....	University of North Carolina.	Palmer C. Ricketts, LL. D.	
West Raleigh, N. C.	North Carolina State College of Agriculture and Engineering.	Andrew H. Patterson, Howard E. Satterfield, M. E. ³	A. M. Marcus C. S. Noble
Agricultural College, N. Dak.	North Dakota Agricultural College.	Carroll L. Mann, C. E. ¹ ...	
University, N. Dak.	University of North Dakota.	William H. Browne, A. B. ²	
Ada, Ohio.....	Ohio Northern University.....	Edward S. Keene, M. E.	Arland D. Weeks, A. M.
Akron, Ohio.....	Municipal University of Akron.	Earle J. Babcock, Sc. D.	Joseph Kennedy, A. M.
Athens, Ohio.....	Ohio University.....	Thomas J. Smull, C. E.	John Davidson, Pd. D.
Cincinnati, Ohio....	University of Cincinnati.....	Fred E. Ayer, C. E.....	
Cleveland, Ohio....	Case School of Applied Science	Herman Schneider, Sc. D.	John J. Richeson, Pd. D.
Columbus, Ohio....	Ohio State University.....	Charles S. Howe, Sc. D.	William P. Burris, L. H. D.
Dayton, Ohio.....	St. Mary College.....	Edwin F. Coddington, Ph. D.	George W. Knight, Ph. D.
Oxford, Ohio.....	Miami University.....	Brother Adam Hofmann, S. M.	
Toledo, Ohio.....	Toledo University.....		Harvey C. Minnich, LL. D.
Norman, Okla.....	University of Oklahoma.....	James H. Felgar, M. E.	A. W. Trottien, Ph. D., acting.
Stillwater, Okla....	Oklahoma Agricultural and Mechanical College.	Alfred Boyd, C. E.....	Warren W. Phelan, Ph. D.
Corvallis, Oreg.....	Oregon State Agricultural College.	Grant A. Covell, M. E....	John H. Bowers, Ph. D.
Eugene, Oreg.....	University of Oregon.....		
Chester, Pa.....	Pennsylvania Military College.	Harold C. Bird, C. E.....	Henry D. Sheldon, Ph. D.
Easton, Pa.....	Lafayette College.....	Edward Hart, Ph. D.	
Gettysburg, Pa.....	Pennsylvania College.....	Stephen R. Wing, M. E. ⁴ ...	
Lewisburg, Pa.....	Bucknell University.....	Chester Allen, C. E. ¹ ...	
Philadelphia, Pa....	Drexel Institute.....	Frank E. Burpee, A. M. ² ...	
Do.....	University of Pennsylvania..	Arthur J. Rowland, Sc. D.	
Pittsburgh, Pa.....	Carnegie Institute of Technology.	John Fraser, Ph. D.	Frank P. Graves, LL. D.
Do.....	University of Pittsburgh.....	W. E. Mott, C. E.....	
South Bethlehem, Pa.	Lehigh University.....	Frederic L. Bishop, Ph. D.	Will G. Chambers, A. M.
State College, Pa...	Pennsylvania State College...	Joseph F. Klein, D. Eng.	
Swarthmore, Pa....	Swarthmore College.....	Robert L. Sackett, C. E.	
Villanova, Pa.....	Villanova College.....	Walter R. Crane, Ph. D. ⁵ ...	
Kingston, R. I.....	Rhode Island State College...	George F. Blessing, Ph. D.	
Providence, R. I....	Brown University.....	James J. Dean, M. S.	
Charleston S. C....	The Citadel, the Military College of South Carolina.	Royal L. Wales, B. S.	
Clemson College, S. C.	Clemson Agricultural College.	William H. Kenerson, A. M. ³	
Columbia, S. C....	University of South Carolina.	Robert G. Thomas.....	
Brookings, S. Dak..	South Dakota State College of Agriculture and Mechanic Arts.	Samuel B. Earle, M. E....	
Rapid City, S. Dak.	South Dakota State School of Mines.	Marshall G. Holmes, C. E. ¹	Patterson Wardlaw, LL. D.
		Halvor C. Solberg, M. E....	
		Cleophas C. O'Harra, Ph. D.	

¹ Professor of civil engineering.² Professor of electrical engineering.³ Professor of mechanical engineering.⁴ Professor of mechanical engineering.⁵ Dean of the school of mines.

XI.—COLLEGES AND UNIVERSITIES—DEANS OR DIRECTORS OF COLLEGES OR SCHOOLS OF ENGINEERING AND EDUCATION—Continued.

Location.	Name of institution.	Dean or director of engineering.	Dean or director of education.
Vermillion, S. Dak..	University of South Dakota..	Lewis E. Akeley, LL. D.	Bruce R. Payne, Ph. D.
Knoxville, Tenn....	University of Tennessee.....	Charles E. Ferris, B. S...	
Nashville, Tenn....	George Peabody College for Teachers.	.....
Do.....	Vanderbilt University.....	W. H. Schuerman, C. E..	William S. Sutton, LL. D.
Austin, Tex.....	University of Texas.....	Thomas U. Taylor. M. C. E.	
College Station, Tex	Agricultural and Mechanical College of Texas.	James C. Nagle.....	
Houston, Tex.....	Rice Institute.....	Herbert K. Humphrey, E. E.	Milton Bennion, A. M.
Salt Lake City, Utah.	University of Utah.....	Joseph F. Merrill, Ph. D.	
Burlington, Vt.....	University of Vermont and State Agricultural College.	Josiah W. Votey, Sc. D..	
Northfield, Vt.....	Norwich University.....	Arthur W. Winslow, C. E.	
Blacksburg, Va.....	Virginia Agricultural and Mechanical College and Polytechnic Institute.	Lingan S. Randolph, M. E.	
Charlottesville, Va..	University of Virginia.....	William M. Thornton, LL. D.	
Lexington, Va.....	Virginia Military Institute...	Edward W. Nichols.....	Frederick E. Bolton, Ph. D.
Do.....	Washington and Lee University.	David C. Humphreys, C. E.	
Pullman, Wash.....	State College of Washington..	Osmar L. Waller, Ph. M..	
Seattle, Wash.....	University of Washington....	Carl E. Magnusson, Ph. D.	Vivian A. C. Henmon, Ph. D.
Morgantown, W. Va..	West Virginia University....	Clement R. Jones, M. M. E.	
Madison, Wis.....	University of Wisconsin.....	Frederick E. Turneaur, D. Eng.	
Milwaukee, Wis....	Marquette University.....	John C. Davis, C. E.....	Julian S. Butterworth, Ph. D.
Laramie, Wyo.....	University of Wyoming.....	Elmer G. Hoefler, M. E....	

XII.—PRESIDENT AND SECRETARY OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
ALABAMA.			
Athens.....	Athens College for Young Women.	W. T. Sanders.....	H. B. Malone.
Auburn.....	Alabama Polytechnic Institute..	Gov. Charles Henderson.	R. W. Burton.
Birmingham.....	Birmingham College.	R. S. Munger.	E. M. Glenn.
Do.....	Howard College.	James B. Ellis.	W. J. Waldrop.
Greensboro.....	Southern University.	J. S. Fraser.	E. A. Dannelly.
Marion.....	Judson College.	Ernest Lamar.	T. T. Dandredrill.
Montgomery.....	Women's College of Alabama.	M. W. Swarts, Ph. D.	J. M. Donnelly, D. D.
St. Bernard.....	St. Bernard College.	Bernard Menges, O. S. B.	Charles Fries, O. S. B.
Spring Hill.....	Spring Hill College.	E. Cummings, S. J.	John J. Navin, S. J.
Tuscaloosa.....	Central Female College.	H. B. Foster.	John T. Beale.
University.....	University of Alabama.	Gov. Charles Henderson.	Robison Brown.
ARIZONA.			
Tucson.....	University of Arizona.	F. H. Herford.....	William Jennings Bryan, jr.
ARKANSAS.			
Arkadelphia.....	Henderson-Brown College.	Rev. James M. Workman.	Leslie Goodloe.
Do.....	Onachita College.		
Batesville.....	Arkansas College.	James P. Coffin.	J. L. Boggs.
Clarksville.....	Arkansas Cumberland College.	W. H. Wilson.	W. H. H. Shibley.
Conway.....	Central College.	J. P. Runyan, M. D.	J. F. Jones.
Do.....	Hendrix College.	James Thomas.	V. D. Hill.
Fayetteville.....	University of Arkansas.	Hon. Charles H. Brough.	W. H. Cravens.
CALIFORNIA.			
Berkeley.....	University of California ¹ .	Hon. William D. Stephens.	Victor H. Henderson.
Claremont.....	Pomona College.	George W. Marston.	Charles B. Sumner.
Los Angeles.....	Occidental College.	Hon. Frank P. Flint.	W. S. Young.
Do.....	St. Vincent's College.		
Do.....	University of Southern California.	Bishop Adna W. Leonard.	A. E. Pomeroy.
Mills College.....	Mills College.	David P. Barrows.	Warren Olney, sr.
Oakland.....	St. Mary's College.	James E. Curran.	A. A. McKinnon.
Pasadena.....	Throop College of Technology.	Arthur H. Fleming.	Edward C. Barrett.
Redlands.....	University of Redlands.	Mattison B. Jones.	J. W. Curtis.
St. Helena.....	Pacific Union College.	E. E. Andrews.	Claude Conard.
San Francisco.....	St. Ignatius University.	Patrick J. Foote, S. J.	D. J. Mahoney, S. J.
San Jose.....	College of the Pacific.	Rolla V. Watt.	H. E. Milnes.
Santa Clara.....	University of Santa Clara.	Walter F. Thornton, S. J.	Joseph W. Riordan, S. J.
Stanford University.....	Leland Stanford Junior University.	William M. Newhall.	Leon Sloos.
Whittier.....	Whittier College.	William V. Coffin.	Lydia J. Jackson.
COLORADO.			
Boulder.....	University of Colorado ¹ .	George Norlin, acting president.	Frank H. Wolcott.
Colorado Springs.....	Colorado College.		Wills L. Armstrong.
Denver.....	College of the Sacred Heart.	J. J. Brown.	W. J. Fitzgerald.
Do.....	University of Denver.	William G. Evans.	Frost Craft.
Fort Collins.....	Colorado Agricultural College.	A. A. Edwards.	L. M. Taylor.
Golden.....	Colorado School of Mines.	F. G. Willis.	James T. Smith.
Greeley.....	Colorado State Teachers College.	H. V. Kepner.	A. J. Park.
Montclair.....	Colorado Woman's College.	A. H. Stockham.	Rufus G. Gentry.
CONNECTICUT.			
Hartford.....	Trinity College.	Flavel S. Luther.	P. Henry Woodward.
Middletown.....	Wesleyan University.	John C. Clark.	David G. Downey.
New Haven.....	Yale University.	Arthur Twining Hadley.	Anson Phelps Stokes.
New London.....	Connecticut College for Women.	Benjamin T. Marshall.	Elizabeth C. Wright.
Storrs.....	Connecticut Agricultural College.	Gov. Marcus H. Holcomb, ex-officio.	O. F. King.
DELAWARE.			
Newark.....	Delaware College.	Henry B. Thompson.	Charles B. Evans.

¹Board of regents.

XII.—PRESIDENT AND SECRETARY OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
DISTRICT OF COLUMBIA.			
Washington.....	American University.....	Benjamin F. Leighton	Charles W. Baldwin.
Do.....	Catholic University of America.....	James Cardinal Gibbons.	Right Rev. J. F. Regis Canevin.
Do.....	Gallaudet College.....	Percival Hall.....	Ulysses G. B. Pierce.
Do.....	Georgetown University.....	Alphonsus J. Donlon, S. J.	John B. Creeden, S. J.
Do.....	George Washington University.....	John Bell Larner, chairman.	Richard Cobb.
Do.....	Howard University (colored).....	Stanton J. Peelle.....	George W. Cook.
Do.....	St. John's College.....	Brother Phillip.....	Brother Denis.
Do.....	Trinity College.....	James Cardinal Gibbons.	Sister Gertrude.
FLORIDA.			
De Land.....	John B. Stetson University.....	John B. Stetson, jr.....	Silas B. Wright.
Gainesville.....	University of Florida.....	J. L. Earman.....	Bryan Mack.
Lake City.....	Columbia College.....	Hon. C. A. Carson.....	E. A. McColaky.
Sutherland.....	Southern College.....	J. B. Mitchell.....	J. B. Ley.
Tallahassee.....	Florida State College for Women.....	P. K. Yonge.....	J. G. Kellum.
Winter Park.....	Rollins College.....	G. M. Ward.....	W. R. O'Neal.
GEORGIA.			
Athens.....	University of Georgia.....	Henry D. McDaniel.....	T. W. Reed.
Atlanta.....	Atlanta University (colored).....	Edward T. Ware.....	William B. Matthews.
Do.....	Georgia School of Technology.....	N. E. Harris.....	James S. Ackers.
Do.....	Morhouse College (colored).....	John F. Purser.....	E. R. Carter.
Do.....	Morris Brown College (colored).....	J. S. Flipper.....	William D. Johnson.
College Park.....	Cox College.....	W. S. Cox.....	Carl W. Minor.
Cuthbert.....	Andrew College.....	J. B. Wight.....	C. W. Curry.
Dalhousga.....	North Georgia Agricultural College.....	W. B. McCants.....	R. H. Baker.
Decatur.....	Agnes Scott College.....	J. K. Orr.....	F. H. Gaines.
Demorest.....	Piedmont College.....	Philip F. Moxom.....	G. S. Butler.
Forsyth.....	Bessie Tift College.....	O. H. B. Bloodworth.....	Samuel Rutherford.
Gainesville.....	Brenau College.....	H. H. Dean.....	J. H. Hoach.
Lagrange.....	Lagrange College.....	John M. Barnard.....	Frank Harwell.
Do.....	Southern Female College.....	L. J. Render.....	R. L. Render.
Macon.....	Mercer University.....	W. B. Hardman.....	R. C. Granberry.
Do.....	Weeleyan Female College.....	W. N. Almsworth.....	George B. Jewett.
Oxford.....	Emory University.....	Asa G. Candler.....	W. D. Thomson.
Rome.....	Shorter College.....	J. P. Cooper.....	W. M. Harbin.
South Atlanta.....	Clark University (colored).....	F. D. Leete.....	W. H. Crogman.
HAWAII.			
Honolulu.....	College of Hawaii.....	W. R. Farrington.....	A. L. Dean.
IDAHO.			
Caldwell.....	College of Idaho.....	David A. Clemens (chairman).	L. S. Dille.
Moscow.....	University of Idaho ¹	H. Harland.....	Walter S. Bruce.
ILLINOIS.			
Abingdon.....	Hedding College.....	C. F. W. Smith.....	E. H. Bradway.
Aledo.....	William and Vashti College.....	Henry E. Burgess.....	David A. Hebel.
Alton.....	Shurtleff.....	A. A. Curry.....	John Leverett.
Bloomington.....	Illinois Wesleyan University.....	Salm Welty.....	F. M. Austin.
Bourbonnais.....	St. Viator College.....	J. P. O'Mahoney, C. S. V.	W. J. Bergin, C. S. V.
Carlinville.....	Blackburn College.....	Ira W. Allen.....	Thomas Rinaker.
Carthage.....	Carthage College.....	C. H. Boyer.....	H. C. Sprick.
Chicago.....	Armour Institute of Technology.....	J. Ogden Armour.....	Frederick U. Smith.
Do.....	De Paul University.....	F. X. McCabe, C. M.	D. J. McHugh, C. M.
Do.....	Lewis Institute.....	Christian C. Kohlmeat.....	Charles S. Cutting.
Do.....	Loyola University.....	John B. Furray, S. J.	Albert Esterman, S. J.
Do.....	University of Chicago.....	Martin A. Ryerson.....	J. Spencer Dickerson.
Decatur.....	James Millikin University.....	W. J. Darby.....	H. E. Starkey.
Eureka.....	Eureka College.....	T. J. McGuire.....	Mrs. Mary H. Jones.
Evanston.....	Northwestern University.....	James A. Patten.....	Frank Philip Crandon.
Ewing.....	Ewing College.....	J. D. Hooker.....	C. C. Allen.
Galesburg.....	Knox College.....	Thomas McClelland.....	Alvah S. Green.
Do.....	Lombard College.....	Lyman McCarl.....	Frank L. Conger.
Godfrey.....	Monticello Seminary.....	Edward P. Wade.....	Charles A. Caldwell.
Greenville.....	Greenville College.....	Franklin H. Ashcraft.....	F. L. Hall.

¹ State board of education and board of regents of University of Idaho.

XII.—PRESIDENT AND SECRETARY OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
ILLINOIS—continued.			
Jacksonville.....	Illinois College.....	Andrew Russel.....	Carl E. Black.
Do.....	Illinois Woman's College.....	T. J. Pitner.....	Joseph R. Harker.
Knoxville.....	St. Mary's School.....	M. Edward Fawcett.....	Charles W. Leffingwell.
Lake Forest.....	Lake Forest College.....	Clayton Mark.....	John H. S. Lee.
Lebanon.....	McKendree College.....	Hon. Charles S. Daneen.....	James C. Dolley.
Lincoln.....	Lincoln College.....	J. E. Miller.....	J. H. Boyd.
Monmouth.....	Monmouth College.....	Thomas H. McMichael.....	Ivory Quinby.
Mount Carroll.....	Frances Shimer School.....		William P. McKee.
Naperville.....	Northwestern College.....	Samuel P. Spreng.....	E. M. Spreng.
Peoria.....	Bradley Polytechnic Institute.....	Leslie D. Puterbaugh.....	W. W. Hammond.
Rockford.....	Rockford College.....	Edward P. Lathrop.....	George O. Forbes.
Rook Island.....	Augustana College.....	Joseph A. Anderson.....	Theodore Ekblad.
Upper Alton.....	Shurtleff College.....	A. A. Curry.....	John Leverett.
Urbana.....	University of Illinois.....	William L. Abbott.....	H. E. Cunningham.
Wheaton.....	Wheaton College.....	Charles A. Blanchard.....	C. W. Botkin.
INDIANA.			
Bloomington.....	Indiana University.....	Theodore F. Rose.....	John W. Cravens.
Collegeville.....	St. Joseph's College.....	George Hindelang.....	Ignatius Wagner,
		C. P. S.	C. P. S.
Crawfordsville.....	Wabash College.....	Albert D. Thomas.....	Theodore H. Ristina.
Earlham.....	Earlham College.....	Amos K. Hollowell.....	Mary A. Stubbs.
Fort Wayne.....	Concordia College.....	Rev. A. Lange, chair- man.	Rev. W. E. Moll.
Franklin.....	Franklin College.....	Grafton Johnson.....	Will A. Burton.
Goshen.....	Goshen College.....	H. F. Reist.....	D. D. Miller.
Greencastle.....	De Pauw University.....	Hugh Dougherty.....	H. H. Hornbrook.
Hanover.....	Hanover College.....	Jasper W. La Grange.....	R. S. Lawrence.
Indianapolis.....	Butler College.....	Hilton U. Brown.....	Barton W. Cole.
Do.....	Indiana Central University.....	Irby J. Good.....	Jessie L. Hanger.
Lafayette.....	Purdue University.....	Joseph D. Oliver.....	Edward A. Elsworth
Merom.....	Union Christian College.....	C. B. Hershey.....	Gault W. Pleasant.
Moores Hill.....	Moores Hill College.....	E. V. Hawkins.....	M. A. Farr.
Notre Dame.....	St. Mary's College and Academy.....	Mother M. Perpetua.....	Mother M. Aquina.
Do.....	University of Notre Dame.....	Andrew Morrissey, Ph. D.	William Conner.
Oakland City.....	Oakland City College.....	D. B. Montgomery.....	J. P. Cox.
St. Meinrad.....	St. Meinrad College.....	A. Schmitt, O. S. B.....	Bruno Gerber, O. S. B.
Terre Haute.....	Ross Polytechnic Institute ¹	W. C. Ball.....	Paul N. Bogart.
Upland.....	Taylor University.....	C. C. Ayres.....	H. T. Connely.
Valparaiso.....	Valparaiso University.....	Henry B. Brown.....	John E. Roessler.
Vincennes.....	Vincennes University.....	W. M. Hindman.....	W. B. Robinson.
IOWA.			
Ames.....	Iowa State College of Agricul- ture and Mechanic Arts.....	D. D. Murphy.....	W. H. Gemmill.
Cedar Falls.....	Iowa State Teachers College.....	do.....	Do.
Cedar Rapids.....	Coe College.....	E. R. Burkhalter.....	John S. Ely.
Clinton.....	Wartburg College.....	C. Proehl.....	J. F. Retznich.
Decorah.....	Luther College.....	C. K. Preus.....	O. L. Olson.
Des Moines.....	Des Moines College.....	J. R. Vaughan.....	Nelson Royal.
Do.....	Drake University.....	Theo. P. Shonts.....	George A. Jewett.
Dubuque.....	Dubuque College.....	Archbishop Keane.....	Albert S. Pelkott.
Fairfield.....	Parsons College.....	Archibald Cardie, D. D.....	Charles J. Fulton.
Fayette.....	Upper Iowa University.....	N. A. Merahon.....	C. R. Carpenter.
Grinnell.....	Grinnell College.....	John H. T. Main.....	H. W. Somers.
Hopkinton.....	Lenox College.....		W. H. Ensign.
Indianola.....	Simpson College.....	A. V. Proudfoot.....	J. H. Henderson.
Iowa City.....	State University of Iowa.....	D. D. Murphy.....	W. H. Gemmill.
Iowa Falls.....	Elsworth College.....	Silas M. Weaver.....	F. D. Peet.
Lamoni.....	Grace Land College.....	Albert Carmichael.....	J. F. Garver.
Mount Pleasant.....	Iowa Wesleyan College.....	Hugh A. Cole.....	Thomas Osborn.
Mount Vernon.....	Cornell College.....	Charles W. Flint.....	Hamline H. Freer.
Oskaloosa.....	Penn College.....	William A. Johnson.....	Eva K. Shaffer.
Pella.....	Central University of Iowa.....	B. F. Brinkman.....	John Wessellink.
Sioux City.....	Morningside College.....	E. C. Heilman.....	F. O. Barz.
Storm Lake.....	Buena Vista College.....	L. M. Nusbaum.....	Guy E. Mack.
Tabor.....	Tabor College.....	Nelson W. Wahrhan.....	Mary Anna Reed.
Toledo.....	Leander Clark College.....	J. J. Shambaugh.....	Ross Masters.
University Park.....	Central Holiness University.....	George Ramsey.....	Eloise T. Gilmore.
KANSAS.			
Atchison.....	Midland College.....	E. E. Stanffer.....	R. B. Peery.
Do.....	St. Benedict's College.....	Innocent Wolf, O. S. B.....	Damian Levery, O. S. B.
Baldwin.....	Baker University.....	Nelson Case.....	Charles E. Beck.

¹ Board of managers.

XII.—PRESIDENT AND SECRETARY OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
KANSAS—continued.			
Emporia.....	College of Emporia.....	William Foulkes.....	H. C. Culbertson.
Highland.....	Highland College.....	William M. Boone.....	Tobias Larson.
Kansas City.....	Kansas City University.....	Bishop Cyrus J. Kephart.	Judge F. T. Woodburn.
Lawrence.....	University of Kansas.....	Gov. Arthur Capper..	Lee Harrison.
Lindsborg.....	Bethany College.....	Alfred Bergin.....	Andrew Monson.
McPherson.....	McPherson College.....	J. J. Yoder.....	H. J. Harnly.
Manhattan.....	Kansas State Agricultural College.	Gov. Arthur Capper, chairman.	Lee Harrison.
Ottawa.....	Ottawa University.....	A. S. Olin.....	A. Willis.
St. Marys.....	St. Mary's College.....	William J. Wallace, S. J.	Thomas A. McNeive, S. J.
Salina.....	Kansas Wesleyan University.....	T. W. Roach.....	C. W. Stevens.
Sterling.....	Cooper College.....	R. T. Campbell.....	W. E. Currie.
Topeka.....	Washburn College.....	P. P. Womer.....	Ella May Pixley.
Wichita.....	Fairmount College.....	H. W. Darling.....	Robert L. Holmes.
Do.....	Friends University.....	L. Clarkson Hanshaw..	William S. Hadley.
Winfield.....	Southwestern College.....	A. O. Ebricht.....	T. E. Hinshaw.
KENTUCKY.			
Berea.....	Berea College.....	William G. Frost.....	A. E. Thompson.
Bowling Green.....	Ogden College.....	Max B. Nahm.....	D. W. Wright.
Danville.....	Central University of Kentucky.....	A. J. A. Alexander.....	J. A. Cheek.
Do.....	Kentucky College for Women.....	John A. Quisenberry..	Do.
Georgetown.....	Georgetown College.....	G. H. Nunnally.....	J. W. Thacker.
Hopkinsville.....	Bethel Woman's College.....	C. M. Thompson.....	T. W. Blakey.
Lexington.....	Hamilton College for Women.....	H. W. Porter.....	J. S. Botts.
Do.....	Sayre College.....	Clifton B. Ross.....	E. D. Veach.
Do.....	University of Kentucky.....	Hon. A. O. Stanley.....	Enoch Graham.
Do.....	Transylvania College.....	W. Hume Logan.....	Hogan Yancey.
Louisville.....	University of Louisville.....	A. Y. Ford.....	W. H. Bradbury.
Russellville.....	Bethel College.....	M. E. Alderson.....	H. L. Trimble.
Do.....	Logan Female College.....	F. F. Gibson, D. D.....	A. P. Lyon.
St. Mary.....	St. Mary's College.....	Michael Jaglowicz, C. R.	Ignatius Perius, C. R.
Winchester.....	Kentucky Wesleyan College.....	E. G. B. Mann, D. D.	J. P. Strother.
LOUISIANA.			
Baton Rouge.....	Louisiana State University and Agricultural and Mechanical College.	Hon. R. G. Pleasant..	A. T. Prescott.
Clinton.....	Silliman Collegiate Institute.....	D. F. Wilkinson.....	D. M. Pipes.
Convent.....	Jefferson College.....	R. T. Moore.....	R. E. Babbitts.
Mansfield.....	Mansfield Female College.....	R. M. Walmesley.....	L. A. Wogan.
New Orleans.....	H. Sophie Newcomb Memorial College for Women.	A. E. Otis, S. J.....	Michael J. Walsh, S. J.
Do.....	Loyola University.....	Robert Sharp, Ph. D.	L. A. Wogan.
Do.....	Tulane University of Louisiana.	Z. R. Lawhon.....	C. Cottingham.
Pineville.....	Louisiana College (Junior College)		
MAINE.			
Brunswick.....	Bowdoin College.....	Rev. William DeWitt Hyde.	Barrett Potter.
Lewiston.....	Bates College.....	George C. Chase.....	Franklin M. Drew.
Orono.....	University of Maine.....	Samuel W. Gould.....	Thomas V. Doherty.
Van Buren.....	Van Buren College (St. Mary's).....	Henry Seidler, S. M.....	Aldine Cyr, S. M.
Waterville.....	Colby College.....	Leslie C. Cornish.....	Wilford C. Chapman.
MARYLAND.			
Annapolis.....	St. John's College.....	Gov. Emerson C. Harrington.	L. Dorsey Gassaway.
Do.....	United States Naval Academy.....	Capt. E. W. Eberle, chairman of Academic Board.	Lieut. Com. John Downes, secretary of Academic Board.
Baltimore.....	Goucher College.....	Summerfield Baldwin.	L. T. Wideman.
Do.....	Johns Hopkins University.....	R. Brent Keyser.....	Henry D. Harlan.
Do.....	Loyola College.....	William J. Ennis, S. J.	Richard A. Fleming, S. J.
Do.....	Morgan College (colored).....	John F. Goucher.....	Joseph H. Lockerman.
Do.....	Mount St. Joseph's College.....	Brother Isadore, C. F. X.	Brother Philip, C. F. X.
Chestertown.....	Washington College.....	James A. Pearce.....	Lewin W. Wickes.
College Park.....	Maryland State College of Agriculture.	Gov. E. C. Harrington.	H. T. Harrison.
Ellicott City.....	Rock Hill College.....	Brother Philip, F. S. C.	Brother Julius, F. S. C.

XII.—PRESIDENT AND SECRETARY OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
MARYLAND—contd.			
Emmitsburg.....	Mount St. Mary's College.....	Right Rev. Mgr. Bernard J. Bradley.	Rev. Edward B. Jordan.
Frederick.....	Hood College.....	William C. Schaeffer..	Frederick A. Rupley.
Lutherville.....	Maryland College for Women.....	George Schall.....	James S. Nussear.
New Windsor.....	Blue Ridge College.....	J. Walter Englar.....	E. G. Guyton.
Westminster.....	Western Maryland College.....	Charles Billingslea.....	T. H. Lewis.
MASSACHUSETTS.			
Amherst.....	Amherst College.....	George A. Plimpton.....	Williston Walker.
Do.....	Massachusetts Agricultural College.....	Charles A. Gleason.....	Wilfred Wheeler.
Boston.....	Boston College.....	C. W. Lyons, S. J.....	John S. Keating, S. J.
Do.....	Boston University.....	John L. Bates.....	George S. Butters.
Do.....	Simmons College.....	Henry Lefavour.....	John W. Bartol.
Cambridge.....	Harvard University.....	George von L. Meyer.....	Winthrop H. Wade.
Do.....	Massachusetts Institute of Technology.....	Richard C. MacLaurin.....	James P. Munroe.
Do.....	Radcliffe College.....	Le Baron R. Briggs.....	Anna Wellington Wolbach.
Northampton.....	Smith College.....		Charles N. Clark.
Norton.....	Wheaton College.....	Samuel V. Cole.....	Annie M. Kilham.
South Hadley.....	Mount Holyoke College.....	Joseph A. Skinner.....	Francis Parsons.
Tufts College.....	Tufts College.....	Austin B. Fletcher.....	Edmund W. Kellogg.
Wellesley.....	Wellesley College.....	Edwin F. Greene.....	Miss Sarah Lawrence.
Williamstown.....	Williams College.....	Harry A. Garfield.....	Willard E. Hoyt.
Worcester.....	Clark University.....	A. George Bullock.....	G. Stanley Hall.
Do.....	Clark College.....	do.....	do.....
Do.....	College of the Holy Cross.....	Joseph N. Dinand, S. J.....	James A. Mullen, S. J.
Do.....	Worcester Polytechnic Institute.....	Charles G. Washburn.....	Charles Baker.
MICHIGAN.			
Adrian.....	Adrian College.....	Myron W. Holstington.....	J. S. Gray.
Albion.....	Albion College.....	C. W. Baldwin.....	Samuel Dickie.
Alma.....	Alma College.....	James M. Barkley.....	Albert P. Cook.
Ann Arbor.....	University of Michigan ¹	Harry B. Hutchins.....	Shirley W. Smith.
Detroit.....	University of Detroit.....	William T. Doran, S. J.....	Henry W. Otting, S. J.
East Lansing.....	Michigan Agricultural College.....	Frank S. Kedzie.....	Addison M. Brown.
Hillsdale.....	Hillsdale College.....	W. E. Ambler.....	Lorenzo E. Dow.
Holland.....	Hope College.....	Rev. Ame Vennema.....	Gerrit J. Diekema.
Houghton.....	Michigan College of Mines.....	William Kelly.....	F. W. McNair.
Kalamazoo.....	Kalamazoo College.....	R. E. Olds.....	C. W. Oakley.
Olivet.....	Olivet College.....	Thomas F. Kane.....	Edward M. Wyble.
MINNESOTA.			
Collegeville.....	St. John's University.....	Peter Engel, O. S. B.....	Kilian Held, O. S. B.
Minneapolis.....	Augsburg Seminary.....	Rev. E. E. Gynild.....	Fred Paulson.
Do.....	University of Minnesota.....	Fred B. Snyder.....	George H. Hayes.
Northfield.....	Carleton College.....	David P. Jones.....	Harlin W. Page.
Do.....	St. Olaf College.....	S. H. Holstad.....	O. O. Erling.
St. Paul.....	College of St. Catherine.....		
Do.....	College of St. Thomas.....	Most Rev. John Ireland.....	V. Rev. Jas. C. Byrne.
Do.....	Hamline University.....	Matthew G. Norton.....	Joseph N. Hackney.
Do.....	Macalester College.....	Thomas Shaw.....	B. H. Schriber.
St. Peter.....	Gustavus Adolphus College.....	Henry Benson.....	C. E. Benson.
Winona.....	College of St. Teresa.....		
MISSISSIPPI.			
Agricultural College...	Mississippi Agricultural and Mechanical College.....	Hon. Theodore G. Bilbo.....	O. F. Lawrence.
Blue Mountain.....	Blue Mountain College.....	W. T. Lowrey.....	
Brookhaven.....	Whitworth Female College.....	Thad. B. Lampton.....	H. B. Watkins.
Clinton.....	Hillman College.....	W. T. Lowrey.....	Do.
Do.....	Mississippi College.....	W. T. Ratcliff.....	W. A. McComb.
Columbus.....	Industrial Institute and College.....	Hon. Theodore G. Bilbo.....	O. F. Lawrence.
Grenada.....	Grenada College.....	Judge J. G. McGowen.....	Rev. R. A. Tucker.
Holly Springs.....	Rust University (colored).....	John E. Anderson.....	F. H. Henry.
Jackson.....	Bellhaven College for Young Ladies.....	J. R. Dobyns.....	
Do.....	Millaps College.....	W. B. Murruh.....	J. B. Streater.
Meridian.....	Meridian College (Conservatory).....	L. P. Brown.....	T. C. Harmon.
Pontotoc.....	Chickasaw Female College.....		
University.....	University of Mississippi.....	Hon. Theodore G. Bilbo.....	O. F. Lawrence.

¹ Board of overseers.² The regents.

XII.—PRESIDENT AND SECRETARY OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
MISSOURI.			
Albany.....	Palmer College.....	J. W. Piper.....	E. A. Watkins.
Cameron.....	Missouri Wesleyan College.....	W. F. Burris.....	Ben. F. Jones.
Canton.....	Culver-Stockton College.....	W. B. McRoberts.....	Ed. N. Cason.
Columbia.....	Christian College.....	D. A. Robnett.....	Mrs. L. W. St. Clair-Moss.
Do.....	Stephens College.....	W. W. Charters.....	J. E. Thornton.
Do.....	University of Missouri ¹	David R. Francis.....	J. G. Babb.
Fayette.....	Central College.....	John A. Rich.....	L. W. Jacobs.
Do.....	Howard Payne College.....	A. W. Walker.....	H. K. Givens.
Fulton.....	Westminster College.....	B. F. Edwards.....	B. E. Charles.
Do.....	Synodical College.....	A. D. Smith.....	S. G. Wood.
Do.....	William Woods College.....	W. E. Jameson, Chair.	J. H. Ackinson.
Glasgow.....	Fritchett College.....	J. H. Jackson.....	W. M. Fritchett.
Lexington.....	Central College for Women.....	P. F. Lewis.....	E. N. Hopkins.
Liberty.....	William Jewell College.....	J. S. Major.....	J. E. Cook.
Marshall.....	Missouri Valley College.....	W. F. Stark.....	D. F. Manning.
Marion.....	Hardin College.....	C. F. Clark.....	W. B. Sappington.
Morrisville.....	Scarritt-Morrisville College.....	C. T. Wilkins.....	J. J. Orten.
Nevada.....	Cotter College.....	F. H. Glenn.....	J. M. Hall.
Parkville.....	Park College.....	Homer Mann.....	D. M. Knight.
St. Charles.....	Lindenwood College for Women.....	Dr. John L. Roemer.....	
St. Louis.....	Forest Park College.....	B. F. Edwards.....	M. Rhodes.
Do.....	St. Louis University.....	Bernard J. Otting, S. J.	Matthew McMenamy, S. J.
Do.....	Washington University.....	Robert S. Brookings.....	Edmund A. Engler.
Springfield.....	Drury College.....	Thomas W. Nedal.....	G. W. Nonemacher.
Tarkio.....	Tarkio College.....	A. L. Davidson.....	John P. Stevenson.
Warrenton.....	Central Wesleyan College.....	Franz Piehler.....	D. W. Smith.
MONTANA.			
Bozeman.....	Montana College of Agriculture and Mechanic Arts. ²	Hon. S. V. Stewart.....	May Trumper.
Butte.....	Montana State School of Mines.....	do.....	Do.
Missoula.....	University of Montana.....	do.....	Do.
NEBRASKA.			
Bellevue.....	Bellevue College.....	C. M. Wilhelm.....	G. G. Wallace.
Bethany.....	Cotner University.....	John Currie.....	John H. Blocknell.
College View.....	Union College.....	R. A. Underwood.....	H. A. Morrison.
Crete.....	Doane College.....	William A. Selleck.....	George W. Mitchell.
Grand Island.....	Grand Island College.....	Rev. A. J. Morris.....	Elias F. Starr.
Hastings.....	Hastings College.....	A. H. Jones.....	P. L. Johnson.
Lincoln.....	University of Nebraska ³	Frank L. Haller.....	James S. Dales.
Omaha.....	Creighton University.....	F. X. McMenamy, S. J.	William P. Whelan S. J.
Do.....	University of Omaha.....	Archib. W. Carpenter.....	W. T. Graham.
University Place.....	Nebraska Wesleyan University.....	A. L. Johnson.....	J. W. Embree.
York.....	York College.....	C. E. Sandall.....	Mollie Volz.
NEVADA.			
Reno.....	University of Nevada ⁴	J. F. Abel.....	George H. Taylor.
NEW HAMPSHIRE.			
Durham.....	New Hampshire College of Agricultural and Mechanic Arts.	H. L. Boutwell.....	J. A. Tufts.
Hanover.....	Dartmouth College.....	Ernest M. Hopkins.....	William Martin Chase.
Manchester.....	St. Anselm's College.....	Ernest Helmstetter, O. S. B.	Frederick Zwinger, O. S. B.
NEW JERSEY.			
Convent Station.....	College of St. Elizabeth.....	Sister Mary Pauline Kelliger.....	Sister Mary Agnes Sharkey.
Hoboken.....	Stevens Institute of Technology.....	Alex. C. Humphreys.....	Franklin B. Kirkbride.
Jersey City.....	St. Peter's College.....	James F. McDermott, S. J.	
Kearlworth.....	Upsala College.....	Mauritz Stolpe.....	J. E. Chester.
New Brunswick.....	Rutgers College.....	William H. S. Demarest.....	J. Preston Searle.
Princeton.....	Princeton University.....	John G. Hibben ⁴	Wilson Farrand.
South Orange.....	Seton Hall College.....	Right Rev. Mgr. James P. Mooney.....	James J. Sheehan.

¹ Board of curators.² State board of education has control.³ Board of regents.⁴ The governor of the State of New Jersey is ex officio president of the board of trustees.

XII.—PRESIDENT AND SECRETARY OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
NEW MEXICO.			
Albuquerque	University of New Mexico ¹	George L. Brooks	J. A. Baldy.
Socorro	New Mexico State School of Mines ¹	P. H. Argall	C. T. Brown.
State College	New Mexico College of Agriculture and Mechanic Arts ¹	C. L. Hill	R. E. Putney.
NEW YORK.			
Albany	New York State College for Teachers	John H. Finley	Erastus Corning.
Alfred	Alfred University	Vernon A. Baggs	D. S. Burdick.
Annandale-on-Hudson	St. Stephen's College	David H. Greer	William Harrison.
Aurora	Wells College	N. Lansing Zabriskie	Robert L. Zabriskie.
Brooklyn	Adelphi College	James H. Post	H. K. Twitchell.
Do.	Polytechnic Institute of Brooklyn	Fred W. Atkinson	Richard L. Russell.
Do.	St. Francis College	Right Rev. Mons. George Kaupert.	Brother David, O. S. F.
Do.	College of St. Francis Xavier	Rev. Joseph H. Rockwell, S. J.	Rev. Joseph H. Smith, S. J.
Do.	St. John's College	John W. Moore, C. M.	E. L. Carey, C. M.
Buffalo	Canisius College	George J. Krim, S. J.	Frederic J. Burns, S. J.
Do.	University of Buffalo ²	Charles P. Norton, chancellor.	Philip B. Goets.
Canton	St. Lawrence University	Vasco P. Abbott	Frank N. Cleveland.
Clinton	Hamilton College	Elihu Root	George D. Dunham.
Elmira	Elmira College	H. C. Mandeville	Arthur Clinton.
Geneva	Hobart College	Douglas Merritt (chairman).	P. N. Nicholas.
Hamilton	Colgate University	Sidney M. Colgate	James C. Colgate.
Ithaca	Cornell University	Hon. Frank N. Hiscok	Charles D. Bostwick.
Keuka Park	Keuka College	W. T. Morris	Charles A. Dowdell.
New Rochelle	College of New Rochelle	Adrian Iselin, jr.	Edward J. McGuire.
New York	Barnard College	Silas B. Brownell (chairman).	Frederic B. Jennings, clerk.
Do.	College of the City of New York	George McAneny, chairman.	James W. Hyde.
Do.	Columbia University	William Barclay Parsons.	John B. Pine.
Do.	Fordham University	Joseph A. Mulry, S. J.	Joseph T. Keating, S. J.
Do.	Hunter College of the City of New York	Edward J. McGuire, chairman.	A. Emerson Palmer.
Do.	Manhattan College	Brother Henry August, F. S. C.	Brother Jasper, F. S. C.
Do.	New York University	George Alexander	George A. Strong.
Do.	Teachers College	V. Everit Macy	Dunlevy Milbank.
Niagara University	Niagara University	M. A. Drennan, C. M.	Alonso C. Baldwin, C. M.
Potdam	Clarkson College of Technology	George H. Sweet	Hugh A. Grant.
Poughkeepsie	Vassar College	Charles M. Pratt, chairman.	Henry V. Pelton.
Rochester	University of Rochester	John P. Munn	Charles M. Williams.
St. Bonaventure	St. Bonaventure's College	Edward J. Blecke, O. F. M.	Alexander M. Hickey, O. F. M.
Schenectady	Union University	Silas B. Brownell	Edgar S. Barney.
Syracuse	Syracuse University	Charles Andrews	De Witt B. Thompson.
Troy	Rensselaer Polytechnic Institute	Palmer C. Ricketts	John Squires.
West Point	U. S. Military Academy	None	None.
NORTH CAROLINA.			
Belmont	Belmont Abbey College	Right Rev. Leo Haid, O. S. B.	Thomas Oestreich, O. S. B.
Chapel Hill	University of North Carolina	Hon. T. W. Bickett	R. D. W. Connor.
Charlotte	Biddle University (colored)	R. P. Wyche	S. F. Wentz.
Do.	Queens College	A. A. McGeachy	William Anderson.
Davidson	Davidson College	W. L. Lingle	W. J. McKay.
Durham	Trinity College	J. H. Southgate	D. W. Newsum.
Elon College	Elon College	W. A. Harper	P. H. Fleming.
Greensboro	Greensboro College for Women	J. B. Blades	Charles H. Ireland.
Guilford College	Guilford College	J. Elwood Cox	David White.
Hickory	Lenoir College	J. H. C. Huilt	E. J. Sox.
Raleigh	Meredith College	W. N. Jones	J. E. Ray.
Do.	Peace Institute	William McC. White, chairman.	George J. Ramsey.
Do.	St. Mary's School	Joseph B. Cheshire	K. P. Battle, jr.
Do.	Shaw University (colored)	W. S. Tanner	

¹ Board of regents.² Council of the university.

XII.—PRESIDENT AND SECRETARY OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
NORTH CAROLINA—continued.			
Red Springs.....	Flora Macdonald College.....	A. W. McLean.....	John W. McLauchlin.
Salisbury.....	Livingstone College (colored).....	J. W. Hood, D. D.....	James E. Mason.
Wake Forest.....	Wake Forest College.....	James M. Parrott.....	Carey J. Hunter.
Weaver.....	Weaver College.....	F. M. Weaver.....	A. J. Nichols.
West Raleigh.....	North Carolina State College of Agriculture and Engineering.....	Hon. T. W. Bickett, ex officio.	C. W. Gold.
Wilson.....	Atlantic Christian College.....	George Hackney.....	S. G. Newborn.
Winston-Salem.....	Salem Academy and College.....	Edward Rondthaler.....	Howard E. Rondthaler.
NORTH DAKOTA.			
Agricultural College.....	North Dakota Agricultural College. ¹	Lewis F. Crawford.....	Charles E. Brewer.
Fargo.....	Fargo College.....	John W. Hansel.....	Edwin H. Stickney.
Jamestown.....	Jamestown College.....	H. M. Taber.....	S. E. Elsworth.
University.....	University of North Dakota.....	Lewis F. Crawford.....	Charles E. Brewer.
Do.....	Weesley College.....	Frank Lynch.....	Thomas A. Gallagher.
OHIO.			
Ada.....	Ohio Northern University.....	S. A. Hoskins.....	George Whitney.
Akron.....	The Municipal University of Akron.	Frank M. Cooke.....	C. R. Olin.
Alliance.....	Mount Union College.....	Walter M. Ellett.....	R. H. Carr.
Ashland.....	Ashland College.....	William Kolb, Jr.....	R. R. Teeter.
Athens.....	Ohio University.....	Alston Ellis.....	Israel M. Foster.
Berea.....	Baldwin-Wallace College.....	Albert J. Nast.....	Dayton C. Miller.
Bluffton.....	Bluffton College.....	J. F. Lehman.....	L. J. Lehman.
Cedarville.....	Cedarville College.....	W. R. Graham.....	James L. Chestnut.
Cincinnati.....	St. Xavier College.....	Rev. James McCabe, S. J.	Rev. George A. McGovern, S. J.
Do.....	University of Cincinnati.....	Rufus B. Smith.....	Daniel Laurence.
Cleveland.....	Case School of Applied Science.....	John M. Henderson.....	S. E. Elsworth.
Do.....	St. Ignatius College.....	William B. Sommerhauser, S. J.	Eckstein Case.
Do.....	Western Reserve University.....	Charles F. Thwing.....	Francis J. Hagganey.
Columbus.....	Capital University.....	John Dickerman.	John Dickerman.
Do.....	Ohio State University.....	L. E. Hurry.	L. E. Hurry.
Dayton.....	St. Mary College.....	Carl E. Steeb.	Carl E. Steeb.
Defiance.....	Defiance College.....	George N. Sauer, S. M.	George N. Sauer, S. M.
Delaware.....	Ohio Wesleyan University.....	Elizabeth F. Wells.	Elizabeth F. Wells.
Findlay.....	Findlay College.....	William G. Hornell.	William G. Hornell.
Gambler.....	Kenyon College.....	A. O. Hamilton.	A. O. Hamilton.
Granville.....	Denison University.....	Francis W. Blake.	Francis W. Blake.
Hiram.....	Hiram College.....	Millard Breisford.	Millard Breisford.
Marietta.....	Marietta College.....	James O. Newcomb.	James O. Newcomb.
New Athens.....	Franklin College.....	W. W. Mills.	W. W. Mills.
New Concord.....	Muskingum College.....	R. O. Stonebreaker.	R. O. Stonebreaker.
Oberlin.....	Oberlin College.....	W. J. Grimes.	W. J. Grimes.
Oxford.....	Miami University.....	George M. Jones.	George M. Jones.
Do.....	Oxford College for Women.....	Wallace P. Roubush.	Wallace P. Roubush.
Do.....	Western College for Women.....	William H. Stewart.	William H. Stewart.
Painesville.....	Lake Erie College.....	Mrs. B. A. Richardson.	Mrs. B. A. Richardson.
Rio Grande.....	Rio Grande College.....	Frank J. Jerome.	Frank J. Jerome.
Springfield.....	Wittenberg College.....	John M. Davis.	John M. Davis.
Ulm.....	Heidelberg University.....	A. H. Smith.	A. H. Smith.
Toledo.....	St. Johns University.....	J. Calvin Royer.	J. Calvin Royer.
Do.....	Toledo University.....	William J. Engelen, S. J.	William J. Engelen, S. J.
Westerville.....	Otterbein University.....	J. Gazzam Mackenzie.	J. Gazzam Mackenzie.
Wilberforce.....	Wilberforce University (colored).....	E. L. Weiland.	E. L. Weiland.
Wilmington.....	Wilmington College.....	P. A. Nichols.	P. A. Nichols.
Wooster.....	College of Wooster.....	Lorena Farquhar.	Lorena Farquhar.
Yellow Springs.....	Antioch College.....	David A. Heron.	David A. Heron.
		J. Peery Miller.	J. Peery Miller.
OKLAHOMA.			
Chickasha.....	Oklahoma College for Women. ²	R. H. Wilson.....	Lealie T. Huffman.
Outrile.....	Methodist University of Oklahoma.	William M. Short.....	Albert L. McRill.
Kingfisher.....	Kingfisher College.....	George L. Bowman.....	Charles W. Flak.
Norman.....	University of Oklahoma. ²	R. H. Wilson.....	Lealie T. Huffman.
Stillwater.....	Oklahoma Agricultural and Mechanical College. ³	F. M. Gault.....	N. H. Lingenfelter.
Tulsa.....	Henry Kendall College.....	D. I. Johnston.....	Ralph J. Lamb.

¹ Board of regents. ² State board of education has control. ³ State board of agriculture has control.

XII.—PRESIDENT AND SECRETARY OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
OREGON.			
Albany.....	Albany College.....	Frank J. Miller.....	William Fortmiller.....
Corvallis.....	Oregon Agricultural College.....	J. K. Weatherford.....	N. R. Moore.....
Eugene.....	University of Oregon.....	R. S. Bean.....	L. H. Johnson.....
Forest Grove.....	Pacific University.....	Harrison G. Platt.....	Napoleon Davis.....
McMinnville.....	McMinnville College.....	B. F. Rhodes.....	Walter P. Dyke.....
Newberg.....	Pacific College.....	Esra H. Woodward.....	Evangeline Martin.....
Portland.....	Reed College.....	Thomas L. Elliot.....	William P. Olds.....
Salem.....	Willamette University.....	B. L. Steeves.....	I. H. van Winkle.....
PENNSYLVANIA.			
Allentown.....	Allentown College for Women.....	Webster Grim.....	F. H. Moyer.....
Do.....	Muhlenberg College.....	Reuben J. Butz.....	W. D. C. Keiter.....
Annaville.....	Lebanon Valley College.....	A. S. Kreider.....	W. H. Weaver.....
Beatty.....	St. Vincent College.....	Leander Schnerr, O. S. B.....	Gerard Bridge, O. S. B.....
Beaver.....	Beaver College.....	W. F. Connor.....	Robert Darragh.....
Beaver Falls.....	Geneva College.....	R. C. Wylie.....	R. M. Pearce.....
Bethlehem.....	Moravian College and Theological Seminary.....	Right Rev. Charles L. Moench.....	Albert G. Rau.....
Do.....	Moravian Seminary and College for Women.....	Abraham S. Schropp.....	E. A. Rau.....
Byrn Mawr.....	Bryn Mawr College.....	Rufus M. Jones.....	Anna Rhoads Ladd.....
Carlisle.....	Dickinson College.....	E. W. Biddle.....	Charles W. Straw.....
Chambersburg.....	Wilson College.....	J. Ritchie Smith.....	Thomas J. Brereton.....
Chester.....	Pennsylvania Military College.....	John Wanamaker.....	Frank G. Sweeney.....
Collegeville.....	Crissus College.....	H. E. Paisley.....	S. L. Messinger.....
Easton.....	Lafayette College.....	Israel P. Pardee.....	David Bennett King.....
Gettysburg.....	Pennsylvania College.....	John F. Dapp.....	H. C. Pickering.....
Greenville.....	Thiel College.....	W. E. Frey.....	W. H. Shepler.....
Grove City.....	Grove City College.....	F. R. Babcock.....	William S. McKay.....
Haverford.....	Haverford College.....	Asa B. Wing.....	Morris E. Leeds.....
Huntingdon.....	Juniata College.....	H. B. Brumbaugh.....	J. A. Myers.....
Lancaster.....	Franklin and Marshall College.....	B. F. Fackenthal, Jr.....	George F. Mull.....
Lewisburg.....	Bucknell University.....	Harry S. Hopper.....	A. J. Rowland.....
Lincoln University.....	Lincoln University (colored).....	John B. Rendall.....	William C. Robinson.....
Madisonville.....	Allegheny College.....	Arthur W. Thompson.....	James P. Colter.....
Mechanicsburg.....	Irving Female College.....	A. R. Steck.....	Charles R. Trowbridge.....
Myerstown.....	Albright College.....	W. E. Detwiler.....	J. H. Shurey.....
New Wilmington.....	Westminster College.....	W. Charles Wallace, D. D.....	W. T. Pierce.....
Philadelphia.....	Draxel Institute.....	Alexander van Rensselaer.....	Herman Dercum.....
Do.....	Dropie College.....	Cyrus Adler.....	Ephraim Lederer.....
Do.....	La Salle College.....	Archbishop Prendergast.....	Brother D. Aloysius, F. S. C.....
Do.....	Temple University.....	Russell H. Conwell.....	George A. Welsh.....
Do.....	University of Pennsylvania.....	Edgar F. Smith.....	Edward Robins.....
Pittsburgh.....	Carnegie Institute of Technology.....	William McConway, chairman.....	W. Lucien Seale.....
Do.....	Duquesne University of the Holy Ghost.....	Martin A. Hahir.....	John E. Kane.....
Do.....	Pennsylvania College for Women.....	Oliver McClintock.....	William H. Rea.....
Do.....	University of Pittsburgh.....	George H. Clapp.....	Samuel B. Linhart.....
Selmsgrove.....	Susquehanna University.....	Charles T. Aikens.....	R. L. Schroyer.....
South Bethlehem.....	Lehigh University.....	Henry R. Price.....	Warren A. Wilbur.....
State College.....	Pennsylvania State College.....	H. Walton Mitchell.....	Edwin E. Sparks.....
Swarthmore.....	Swarthmore College.....	Robert M. Janney.....	Hetty L. Miller.....
Villanova.....	Villanova College.....	C. M. Driscoll, O. S. A.....	T. C. Middleton, O. S. A.....
Washington.....	Washington and Jefferson College.....	John L. Dickey, acting president.....	James I. Brownson.....
Waynesburg.....	Waynesburg College.....	Nathan B. Evans.....	J. W. Ray.....
PORTO RICO.			
Rio Piedras.....	University of Porto Rico.....	Paul G. Miller.....	Henry B. Moore.....
RHODE ISLAND.			
Kingston.....	Rhode Island State College.....	Walter E. Ranger.....	Robert S. Burhngams.....
Providence.....	Brown University.....	William H. P. Faunce.....	Thomas D. Anderson.....
SOUTH CAROLINA.			
Charleston.....	College of Charleston.....	Harrison Randolph.....	J. C. Ball.....
Do.....	The Citadel, The Military College of South Carolina.....	Col. O. J. Bond, Supt.....	
Clemson College.....	Clemson Agricultural College.....	Alan Johnstone.....	Samuel W. Evans.....
Clinton.....	Presbyterian College of South Carolina.....	Alexander Martin.....	A. E. Spencer.....
College Place.....	Columbia College.....	E. O. Watson.....	A. N. Brunson.....

XII.—PRESIDENT AND SECRETARY OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
SOUTH CAROLINA—continued.			
Columbia.....	Allen University (colored).....	Bishop W. D. Chapelle.	Greene Jackson.
Do.....	Benedict College (colored).....	Charles L. White.....	B. W. Valentine.
Do.....	University of South Carolina.....	Gov. Richard I. Manning.	Sarah F. Fickling.
Due West.....	Erskine College.....	R. G. Miller, D. D.....	G. G. Parkinson.
Do.....	Woman's College of Due West.....	A. S. Kennedy.....	E. L. Reid.
Greenville.....	Chicora College.....	J. P. Marion.....	S. C. Byrd.
Do.....	Furman University.....	J. J. Lawton.....	A. G. Furman.
Do.....	Greenville Woman's College.....	T. T. Hyde.....	B. F. Martin.
Greenwood.....	Lander College.....	George W. Sullivan.....	M. W. Hook.
Hartsville.....	Coker College.....	James L. Coker.....	J. J. Lawton.
Newberry.....	Newberry College.....	George B. Cromer.....	James D. Kinard.
Spartanburg.....	Converse College.....	J. B. Cleveland.....	H. L. Bomar.
Do.....	Wofford College.....	J. Lyles Glenn.....	James W. Kilgo.
SOUTH DAKOTA.			
Brookings.....	South Dakota State College of Agricultural and Mechanic Arts. ¹	T. W. Dwight.....	Irwin L. Aldrich.
Huron.....	Huron College.....	H. M. Gage.....	J. I. Fraek, business manager.
Mitchell.....	Dakota Wesleyan University.....	S. E. Morris.....	Lewis Shuster.
Rapid City.....	State School of Mines.....	T. W. Dwight.....	I. D. Aldrich.
Sioux Falls.....	Sioux Falls College.....	S. P. Shaw.....	A. E. Godfrey.
Vermilion.....	University of South Dakota.....	T. W. Dwight.....	I. D. Aldrich.
Yankton.....	Yankton College.....	H. K. Warren.....	Albert L. Lee.
TENNESSEE.			
Bristol.....	King College.....	John H. Caldwell.....	Tilden Scherer.
Do.....	Sullivan College.....	A. D. Reynolds.....	T. F. Staley.
Chattanooga.....	University of Chattanooga.....	T. S. Henderson.....	Herman Ferger.
Clarksville.....	Southwestern Presbyterian University.....	George Lang, D. D.....	M. Savage.
Greenville.....	Tusculum College.....	Henry R. Brown.....	E. J. Baxter.
Harrogate.....	Lincoln Memorial University.....	George A. Hubbell.....	J. H. S. Morison.
Jackson.....	Memphis Conference Female Institute.....	Rev. L. D. Hamilton.....	Alva W. Taylor.
Do.....	Union University.....	O. C. Barton.....	A. M. Alexander.
Jefferson City.....	Carson-Newman College.....	J. Pike Powers.....	J. N. Ellis.
Knoxville.....	Knoxville College (colored).....	D. A. McClenahan.....	J. W. Witherspoon.
Do.....	The University of Tennessee.....	Brown Ayres.....	William Rule.
Lebanon.....	Cumberland University.....	A. B. Martin.....	A. W. Hooker.
McKenna.....	Bethel College.....	D. M. McAnulty.....	J. W. Smith.
Maryville.....	Maryville College.....	Edgar A. Elmore.....	Fred. L. Proffitt.
Memphis.....	Christian Brothers College.....	Brother John, F. S. C.....	Brother Hilarion, F. S. C.
Milligan.....	Milligan College.....	C. C. Taylor.....	Walter Price.
Murfreesboro.....	Tennessee College.....	C. H. Byrn.....	John Williams.
Nashville.....	Boecobel College.....	W. M. Lunsford.....	William Hume.
Do.....	Fisk University (colored).....	Paul D. Cravath.....	C. J. Ryder.
Do.....	Nashville (Junior) College for Young Women.....		
Do.....	Peabody College for Teachers.....	Edward T. Sanford.....	Charles E. Little.
Do.....	Vanderbilt University.....	Whiteford R. Cole.....	Claude Waller.
Sewanee.....	University of the South.....	Bishop T. F. Gallor.....	James G. Glass.
Spencer.....	Burritt College.....	W. S. Graves.....	J. Logan Malloy.
Washington College.....	Washington College.....	James T. Cooter.....	J. W. Whitlock.
TEXAS.			
Ablene.....	Simmons College.....	George L. Paxton.....	T. N. Carswell.
Austin.....	University of Texas ¹	F. W. Cook.....	E. J. Matthews.
Belton.....	Baylor Female College.....	W. C. Lattimore.....	Rev. S. E. Tull.
Brownwood.....	Daniel Baker College.....	A. F. Carr, D. D.....	Brooks Smith.
Do.....	Howard Payne College.....	T. C. Yantis.....	J. L. King.
College Station.....	Agricultural and Mechanical College of Texas.....	John I. Guion.....	Isaac S. Ashburn.
Dallas.....	Southern Methodist University.....	Bishop E. D. Mouzon.....	Frank Reedy.
Fort Worth.....	Texas Christian University.....	S. J. McFarland.....	E. M. Waits.
Do.....	Texas Woman's College.....	Odie Spear.....	F. G. Dedmon.
Georgetown.....	Southwestern University.....	T. L. McCullough.....	R. G. Mood.
Houston.....	Rice Institute.....	James A. Baker.....	Benjamin B. Rice.
San Antonio.....	St. Louis College.....	A. Frische.....	John F. Ryan.
Sherman.....	Austin College.....	A. L. Randall.....	William F. Galbraith.
Do.....	North Texas Female College.....	John Marshall.....	F. C. Archer.
Tabernash.....	Westminster College.....	W. M. Moody.....	J. A. Miller.
Waco.....	Baylor University.....	Pat M. Neff.....	W. H. Jenkins.
Waxahachie.....	Trinity University.....	F. N. Drane.....	H. L. Williamson.

¹ Board of regents.

XII.—PRESIDENT AND SECRETARY OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
UTAH.			
Logan.....	Agricultural College of Utah.....	Lorenzo N. Stahl.....	John L. Coburn.
Salt Lake City.....	University of Utah ¹	W. W. Ritter.....	E. D. Thomas.
VERMONT.			
Burlington.....	University of Vermont and State Agricultural College.	Guy P. Benton.....	Edmund C. Mower.
Middlebury.....	Middlebury College.....	John M. Thomas.....	John A. Fletcher.
Northfield.....	Norwich University.....	Ira L. Reeves.....	Henry W. Orser.
Winooski.....	St. Michael's College.....	E. M. Salmon, S. S. E.....	E. Affiot, S. S. E.
VIRGINIA.			
Abingdon.....	Martha Washington College.....	M. H. Honaker.....	L. T. Cosby.
Do.....	Stonewall Jackson College.....	J. A. Buchanan.....	J. R. Dobyns.
Ashland.....	Randolph-Macon College.....	E. D. Newman.....	S. C. Hatcher.
Blacksburg.....	Virginia Agricultural and Mechanical College and Polytechnic Institute.	J. Thompson Brown, rector of board of visitors.	Charles I. Wade.
Bridgewater.....	Bridgewater College.....	Hiram G. Miller.....	Sidney L. Bowman.
Bristol.....	Virginia Intermont College.....	John R. Dickey.....	S. C. Hodges.
Charlottesville.....	University of Virginia.....	Armistead C. Gordon, rector of board of visitors.	E. I. Carruthers, bur-sar.
Danville.....	Averett (Junior) College for Young Women.	H. L. Boatwright.....	D. B. Gardner.
Emory.....	Emory and Henry College.....	M. H. Honaker.....	G. E. Penn.
Hampden Sidney.....	Hampden-Sidney College.....	Paulus A. Irving.....	F. T. McFaden.
Hollins.....	Hollins College.....	Ludcan H. Cocke.....	M. Estes Cocke.
Lexington.....	Virginia Military Institute.....	R. A. James.....	L. E. Steale.
Do.....	Washington and Lee University.	William A. Anderson, rector.	Paul M. Penick.
Lynchburg.....	Randolph-Macon Woman's College.	E. D. Newman.....	S. C. Hatcher.
Do.....	Virginia Christian College.....	Richie Ware.....	W. G. Shackelford.
Manassas.....	Eastern College.....	Hervin U. Roop.....	Thomas H. Lion.
Richmond.....	Richmond College.....	J. Taylor Ellyson.....	B. West Tabb.
Do.....	Virginia Union University (colored).		William C. James.
Roanoke.....	Virginia College (Junior) for Young Women.	Mattie P. Harris.....	Annie Lorraine Lyon.
Salem.....	Elizabeth College.....	R. W. Kime.....	Charles K. Hunton.
Do.....	Roanoke College.....	Henry S. Trout.....	Robert W. Kime.
Sweet Briar.....	Sweet Briar College.....	A. M. Randolph.....	Arthur P. Gray.
Williamsburg.....	College of William and Mary.....	Robert M. Hughes.....	L. W. Lane, Jr.
WASHINGTON.			
Pullman.....	State College of Washington ¹	W. M. Pease.....	E. O. Holland
Seattle.....	University of Washington ¹	William T. Perkins.....	William Markham.
Spokane.....	Gonzaga University.....	James M. Brogan, S. J.....	P. J. Arthus, S. J.
Do.....	Spokane College.....	Rev. A. M. Skilov.....	P. O. Floan.
Do.....	Whitworth College.....	Jay P. Graves.....	R. E. Porterfield.
Tacoma.....	College of Puget Sound.....	E. L. Blaine.....	Dix H. Rowland.
Walla Walla.....	Whitman College ²	George H. Turner.....	Dorsey M. Hill.
WEST VIRGINIA.			
Bethany.....	Bethany College.....	Thomas E. Cramblet.....	M. V. Danford.
Buckhannon.....	West Virginia Wesleyan College.	Charles W. Lynch.....	John A. Barnes.
Elkins.....	Davis and Elkins College.....	Howard Sutherland.....	Frederick H. Barron.
Morgantown.....	West Virginia University.....	M. P. Shawkey.....	J. F. Marsh.
WISCONSIN.			
Appleton.....	Lawrence College.....	L. M. Alexander.....	Herman Seecker.
Beloit.....	Beloit College.....	Melvin A. Brannon.....	Edward B. Kilbourn.
Madison.....	University of Wisconsin ¹	Theodore M. Hammond.....	M. E. McCaffrey.
Milton.....	Milton College.....	Fred C. Dunn.....	Allen B. West.
Milwaukee.....	Concordia College.....	Rev. Ed. Albrecht.....	B. Slevers.
Do.....	Marquette University.....	Herbert C. Noonan, S. J.....	James D. Foley, S. J.
Do.....	Milwaukee-Downer College.....	W. W. Wight.....	Charles H. Palmer.
Plymouth.....	Mission House.....	D. Hagelskamp.....	E. A. Hofer.
Prairie du Chien.....	Camplon College.....	George R. Kister.....	James J. Daly.
Ripon.....	Ripon College.....	Silas Evans.....	Samuel M. Pedrick.
Sinsinawa.....	St. Clara College and Academy.....	Mother M. Samuel.....	Sister M. George.
Watertown.....	Northwestern College.....	G. E. Bergemann.....	H. Machmueller.
Waukesha.....	Carroll College.....	William W. Perry.....	Henry W. Phelps.
WYOMING.			
Laramie.....	University of Wyoming.....	T. F. Burke.....	F. S. Burrage.

¹ Board of regents.² Board of overseers.

XIII.—PRESIDENTS AND DEANS OF PROFESSIONAL SCHOOLS.

1.—SCHOOLS OF THEOLOGY.

Location.	Name of institution.	President or dean.
St. Bernard, Ala.....	St. Bernard College and Abbey (R. C.).....	Bernard Menges, D. D., O. S. B.
Selma, Ala.....	Payne University Theological Department (A. M. E.)	Robert Ernest Brooks, D. D.
Talladega, Ala.....	Talladega College Theological Seminary (Cong.)...	Frank S. Brewer, B. A.
Tuscaloosa, Ala.....	Stillman Institute (Presb.).....	Rev. William E. Hutchinson.
Argenta, Ark.....	Shorler College Theological Department (A. M. E.)	J. N. Campbell, B. D.
Little Rock, Ark.....	Arkansas Baptist College School of Theology.....	Joseph A. Booker, D. D.
Do.....	St. John's Diocesan Seminary (R. C.).....	Winand H. Aretz, S. T. D.
Berkeley, Cal.....	Berkeley Baptist Divinity School.....	Claborn M. Hill, D. D.
Do.....	Berkeley Bible Seminary (Disc.).....	Dennison A. Russell, D. D.
Do.....	Pacific School of Religion (undenominational).....	Charles Sumner Nash, D. D.
Do.....	Pacific Unitarian School for the Ministry.....	Earl Morse Wilbur, D. D.
Los Angeles, Cal.....	University of Southern California, Maclay College of Theology (M. E.)	Ezra A. Healy, D. D.
Menlo Park, Cal.....	St. Patrick's Seminary (R. C.).....	Henry A. Arrynhac, S. S.
San Anselmo, Cal.....	San Francisco Theological Seminary (Presb.).....	Warren Hall Landon, D. D.
San Francisco, Cal.....	Church Divinity School of the Pacific (P. E.).....	William F. Nichols, D. D.
Denver, Colo.....	Thft School of Theology (M. E.).....	James A. Beebe, D. D.
Hartford, Conn.....	Hartford Seminary Foundation (Cong.).....	William Douglas Mackenzie, D. D., LL. D.
Middletown, Conn.....	Berkeley Divinity School (P. E.).....	William Palmer Ladd, B. D. acting dean.
New Haven, Conn.....	Yale University School of Religion (nonsectarian).	Charles Reynolds Brown, D. D.
Washington, D. C.....	Catholic University of America, School of Sacred Sciences (R. C.)	Edmund T. Shanahan, D. D.
Do.....	Howard University Theological Department (inter- denominational).	Davie Butler Pratt, D. D.
St. Leo, Fla.....	St. Leo College and Abbey (R. C.).....	Charles H. Mohr, O. S. B., D. D.
Atlanta, Ga.....	Atlanta Theological Seminary (Cong.).....	E. Lyman Hood, Ph. D.
Do.....	Gammon Theological Seminary (M. E.).....	Philip M. Watters, D. D.
Do.....	Morehouse College Divinity School.....	C. C. Smith, D. D.
Do.....	Morris Brown University, Turner Theological Seminary (A. M. E.)	P. W. Gresham, D. D.
Aurora, Ill.....	Aurora College Biblical Department (Advent Chris.)	Orrin R. Jenks, D. B.
Bourbonnais, Ill.....	St. Viator College Theological Seminary (R. C.)...	J. P. O'Mahoney, C. S. V.
Chicago, Ill.....	Bethany Bible School.....	Albert C. Wiesand.
Do.....	Chicago Theological Seminary (Cong.).....	Ozora Stearns Davis, D. D.
Chicago (Maywood), Ill.....	Evangelical Lutheran Theological Seminary at Chicago.	Elmer F. Kraus, D. D.
Chicago, Ill.....	McCormick Theological Seminary (Presb.).....	James G. K. McClure, D. D., LL. D.
Do.....	University of Chicago Divinity School (Bapt.)	Shailer Mathews, D. D.
Do.....	Western Theological Seminary (P. E.).....	William C. De Witt, S. T. D.
Evanston, Ill.....	Garrett Biblical Institute, Northwestern Univer- sity (M. E.)	Charles M. Stuart, D. D., LL. D.
Do.....	Norwegian-Danish Theological Seminary, North- western University (M. E.)	Nels E. Simonsen, D. D.
Do.....	Swedish Theological Seminary, Northwestern Uni- versity (M. E.)	Rev. Carl G. Wallenius.
Greenville, Ill.....	Greenville College, Department of Theology (Free Meth.)	John La Due, A. M.
Naperville, Ill.....	Evangelical Theological Seminary (Ev. Asso.).....	S. J. Gamertsfelder, D. D.
Rock Island, Ill.....	Augustana College and Theological Seminary (Ev. Luth.)	Gustav Andreen, Ph. D., R. N. O., K. V. O.
Springfield, Ill.....	Concordia College Theological Seminary (Ev. Luth. Synod of Missouri, Ohio, and other States).	Rev. R. D. Biedermann.
Merom, Ind.....	Union Christian College Biblical Department (Chris.)	Charles B. Hershey, D. D.
St. Meinrad, Ind.....	St. Meinrad College Ecclesiastical Seminary (R. C.)	Gregory Bechtold, O. S. B.
Upland, Ind.....	Reade Theological Seminary, Theological Depart- ment of Taylor University.	Newton Wray, B. D., D. D.
Des Moines, Iowa.....	Drake University College of the Bible (Chris.)....	Jesse C. Caldwell, B. D., LL. D.
Do.....	Grand View College Theological School (Luth.)...	Carl P. Højbjerg, president.
Dubuque, Iowa.....	Dubuque College and Seminary (Presb.).....	Cornelius M. Stefans, D. D.
Do.....	Wartburg Theological Seminary (Ev. Luth.).....	M. Frischel, D. D.
Atchison, Kans.....	Western Theological Seminary of Ev. Luth. Church, Midland College.	Holmes Dyranger, D. D.
Kansas City, Kans.....	Kansas City Baptist Theological Seminary.....	Philip W. Crannell, D. D.
Do.....	Kansas City University College of Theology (Meth. Prot.)	Herbert T. Stephens, D. D.
Topeka, Kans.....	Kansas Theological School.....	James Wise, S. T. D.
Crofton, Ky.....	Central Christian Institute.....	William H. Dickerson.
Kingswood, Ky.....	Department of Theology, Christian Ethics and Metaphysics, Kingswood College.	Rev. W. B. Dunkum.
Lexington, Ky.....	College of the Bible, Transylvania College (Chris.)	Richard H. Crossfield, LL. D.

XIII.—PRESIDENTS AND DEANS OF PROFESSIONAL SCHOOLS—Continued.

1.—SCHOOLS OF THEOLOGY—Continued.

Location.	Name of institution.	President or dean.
Louisville, Ky.	Presbyterian Theological Seminary of Kentucky ..	Charles R. Hamphill, D. D., LL. D.
Do.	Southern Baptist Theological Seminary	Edgar Y. Mullins, D. D., LL. D.
Do.	State University Theological Department (Bapt.).	Marshall B. Lanier, B. D.
Bangor, Me.	Bangor Theological Seminary (Cong.)	David N. Beach, D. D.
Baltimore, Md.	St. Mary's Seminary (R. C.)	E. R. Dyer, S. S., D. D.
Emmitsburg, Md.	Mount St. Mary College, Ecclesiastical Seminary (R. C.)	B. J. Bradley, LL. D.
Westminster, Md.	Westminster Theological Seminary (Meth. Prot.)..	Hugh Latimer Elderdice, D. D.
Woodstock, Md.	Woodstock College (R. C.)	Joseph F. Hanselman, S. J.
Boston, Mass.	Boston University School of Theology (M. E.) ..	L. J. Birney, D. D.
Boston (Brighton), Mass.	St. John's Boston Ecclesiastical Seminary (R. C.)..	John B. Peterson, Ph. D.
Cambridge, Mass.	Andover Theological Seminary (Cong.)	George Hodges, D. D., D. C. L., LL. D.
Do.	Episcopal Theological School	William Wallace Fenn, D. D.
Do.	Harvard University Divinity School (Nonsect.)..	Rev. William L. Worcester.
Newton Center, Mass.	New-Church Theological School (Ch. of N. Jeru.)..	George Edwin Horr, D. D., LL. D.
Tufts College, Mass. ..	Tufts College, Crane Theological School (Univ.)..	Lee S. McColister, D. D.
Adrian, Mich.	Adrian Theological Seminary, Adrian College (Meth. Prot.)	Harlan L. Feeman, D. D.
Grand Rapids, Mich. ..	Theological School and Calvin College (Chris. Ref. Ch.)	Prof. L. Berkhof.
Hancock, Mich.	Suomi College Theological Seminary (Finnish Ev. Luth.)	John K. Nikander, D. D.
Holland, Mich.	Western Theological Seminary (Ref. Ch. in Amer.)..	Matthew Kolyn, D. D.
Owassa, Mich.	Bible Holiness Seminary School of Theology ..	Rev. C. G. Taylor.
Collegeville, Minn.	St. John's University Ecclesiastical Seminary (R. C.)	Rt. Rev. Peter Engel, O.S.B.
Faribault, Minn.	Seabury Divinity School (P. E.)	Frederick F. Kramer, Ph. D., D. D.
Minneapolis, Minn.	Augsburg Seminary (Ev. Luth.)	George Sverdrup, M. A.
Red Wing, Minn.	Red Wing Theological Seminary, Red Wing Col- lege (Ev. Luth.)	Edward William Schmidt, M. A.
St. Paul, Minn.	Bethel Theological Seminary (Bapt.)	Rev. G. Arvid Hagstrom, D. D.
Do.	German Evangelical Lutheran Seminary	H. Ernst, D. D.
Do.	Evangelical Norwegian Lutheran Seminary ..	Johs. Ylvisaker.
Do.	St. Paul Theological Seminary (R. C.)	Francis J. Schaefer, D. D.
St. Paul (St. Anthony Park), Minn.	Lutheran Theological Seminary	Marcus Olaus Böckman, D. D.
Jackson, Miss.	J. P. Campbell College, Department of Theology (A. M. E.)	J. Allen Bynoe.
Columbia, Mo.	Bible College of Missouri	Rev. Granville D. Edwards.
Canton, Mo.	School of Religion in Culver-Stockton College.	Henry B. Robison, Ph. D.
St. Louis, Mo.	Concordia Theological Seminary (Ev. Luth.) ..	Francis Pieper, D. D.
Do.	German (Eden) Evangelical Missouri College (German Ev. Synod of N. A.)	William Becker.
Do.	St. Louis University School of Divinity (R. C.)..	Francis J. O'Boyle, S. J.
Warrenton, Mo.	Central Wesleyan College German Theological Seminary (M. E.)	E. S. Havighurst, D. D.
Webster Groves.	Kendrick Theological Seminary (R. C.)	M. S. Ryan, C. M., D. D.
Blair, Nebr.	Dana College, Trinity Seminary (Ev. Luth.) ..	Rev. L. A. Laursen.
Omaha, Nebr.	Presbyterian Theological Seminary	Albert B. Marshall, D. D., LL. D.
Bloomfield, N. J.	Bloomfield Theological Seminary (Presb.)	Henry J. Weber, Ph. D., D. D., dean.
Madison, N. J.	Drew Theological Seminary (M. E.)	Ezra Squier Tipple, D. D.
New Brunswick, N. J.	Theological Seminary of the Reformed Church in America	J. Preston Searle, D. D.
Princeton, N. J.	Princeton Theological Seminary of the Presby- terian Church	J. Roes Stevenson, D. D., LL. D.
South Orange, N. J.	Diocesan Seminary of the Immaculate Conception, Seton Hall College (R. C.)	Mgr. James F. Mooney.
-Alfred, N. Y.	Alfred Theological Seminary at Alfred University (7th Day Bapt.)	Arthur E. Main, D. D.
Auburn, N. Y.	Auburn Theological Seminary (Presb.)	George B. Stewart, D. D., LL. D.
Brooklyn, N. Y.	St. John's College Diocesan Theological Seminary (R. C.)	E. L. Carey, C. M.
Buffalo, N. Y.	German Martin Luther Seminary	Rudolph Grabau.
Canton, N. Y.	Canton Theological School of St. Lawrence Uni- versity (Univ.)	John Murray Atwood, D. D.
Esopus, N. Y.	Mount St. Alphonsus Theological Seminary, Re- demptorist College (R. C.)	Francis G. Fischer, C. SS. B.
Geneva, N. Y.	De Lancy Divinity School (P. E.)	Thomas B. Barry, S. T. D., warden.

XIII.—PRESIDENTS AND DEANS OF PROFESSIONAL SCHOOLS—Continued.

I.—SCHOOLS OF THEOLOGY—Continued.

Location.	Name of institution.	President or dean.
Hamilton, N. Y.....	Theological Seminary, Colgate University (Non-sect.)	John F. Vichert, D. D., dean.
Hartwick Seminary, N. Y.....	Hartwick Seminary (Ev. Luth.).....	Alfred Hiller, D. D., chairman.
Houghton, N. Y.....	Houghton Wesleyan Methodist Theological Seminary.	James S. Luckey, president.
New York (City), N. Y.....	Bible Teachers' Training School (Interdenominational).	William Hoge Marquess, D. D., LL. D., dean.
Do.....	General Theological Seminary of the Protestant Episcopal Church.	Hughell E. W. Fosbroke, D. D.
Do.....	Jewish Theological Seminary of America.....	Cyrus Adler, Ph. D., acting president.
Do.....	Union Theological Seminary (Interdenominational).	Arthur C. McGiffert, D. D., acting president.
Niagara University, N. Y.....	Niagara University Seminary of Our Lady of Angels (R. C.).	M. A. Drannan, C. M.
North Chili, N. Y.....	A. M. Cheshbrough Seminary (Chris.).....	H. A. Millican, A. B.
Rochester, N. Y.....	Rochester Theological Seminary (Bapt.).	Clarence A. Harbour, D. D.
Do.....	St. Bernard's Theological Seminary (R. C.).....	James J. Hartley, D. D., pro-rector.
St. Bonaventure, N. Y.....	St. Bonaventure Seminary and College (R. C.)....	Alexander M. Hickey, O. F. M.
Yonkers, N. Y.....	St. Joseph's Seminary, Cathedral College (R. C.)..	John P. Chidwick, D. D.
Ayden, N. C.....	Ayden Seminary (Free Will Bapt.).....	J. E. Sawyer, A. B.
Belmont, N. C.....	Belmont Abbey Seminary (R. C.).....	Rt. Rev. Leo Haid, O. S. B., D. D.
Charlotte, N. C.....	Biddle University School of Theology (Presb.).....	H. L. McCrorey, D. D.
Raleigh, N. C.....	Shaw University Theological School (Bapt.).....	Nicholas F. Roberts, D. D., dean.
Salisbury, N. C.....	Hood Theological Seminary of Livingstone College (A. M. E. Z.).	William O. Carrington, D. D.
Ashland, Ohio.....	Ashland College, Theological Seminary (Brethren).	J. Allen Miller, D. D.
Berea, Ohio.....	Baldwin-Wallace College, Nest Theological Seminary (M. E.).	Frederic Cramer, A. M.
Carthage, Ohio.....	St. Charles Borromeo Theological Seminary (R. C.).	Paulinus Trost, C. PP. S.
Cincinnati, Ohio.....	Hebrew Union College.....	Kaufmann Kohler, Ph. D.
Do.....	Lane Theological Seminary (Presb.).....	William McKibbin, D. D., LL. D.
Do. (Washington Station, I.).....	Mount St. Mary's Seminary of the West (R. C.)...	Very Rev. Frank J. L. Beckman, S. T. D.
Cleveland, Ohio.....	St. Mary's Theological Seminary (R. C.).....	J. P. Michaelis, rector.
Columbus, Ohio.....	Evangelical Lutheran Theological Seminary, Capital University.	F. W. Stellhorn, D. D.
Dayton, Ohio.....	Bonebrake Theological Seminary (U. Breth.).....	Josiah P. Landis, Ph. D., D. D.
Do.....	Central Theological Seminary of the Reformed Church in the United States.	Henry J. Christman, D. D.
Findlay, Ohio.....	Findlay College, Department of Theology (Church of God).	William Harris Guyer, D. D., president.
Gambier, Ohio.....	Kenyon College Divinity School (P. E.).....	Hosea W. Jones, D. D.
Oberlin, Ohio.....	Graduate School of Theology of Oberlin College (Nonsect.).	Edward Increase Bosworth, D. D.; George Walter Fiske, D. B.
Springfield, Ohio.....	Wittenberg College, Hamma Divinity School (Ev. Luth.).	David H. Bauslin.
Wilberforce, Ohio.....	Wilberforce University, Payne Theological Seminary (A. M. E.).	George F. Woodson, D. D.
Xenia, Ohio.....	United Presbyterian Theological Seminary.....	Joseph Kyle, D. D., LL. D.
Eugene, Oreg.....	Eugene Bible University (Chris. or Disc.).....	Eugene C. Sanderson, D. D.
Salmon, Oreg.....	Kimball College of Theology.....	Henry J. Talbot, D. D.
Beatty, Pa.....	St. Vincent's Seminary (R. C.).....	Leander Schner, O. S. B.
Bethlehem, Pa.....	Moravian College Theological Seminary.....	Augustus Schultz, L. H. D., D. D.
Chester, Pa.....	Crozer Theological Seminary (Bapt.).....	Milton G. Evans, D. D., LL. D.
Gettysburg, Pa.....	Theological Seminary of the General Synod of Ev. Luth. Church in United States.	J. A. Singmaster, D. D.
Lancaster, Pa.....	Theological Seminary of the Reformed Church in the United States.	John C. Bowman, D. D.
Lincoln University, Pa.....	Lincoln University Theological Department (Presb.).	J. B. Pandall, D. D.
Meadville, Pa.....	Meadville Theological School (Unita.).....	Franklin C. Southworth, D. D.
Overbrook, Pa.....	St. Charles Borromeo Seminary (R. C.).....	Rt. Rev. Mgr. Henry T. Drumgoole, rector.
Philadelphia (Mount Airy), Pa.....	Lutheran Theological Seminary at Philadelphia..	Henry Eyster Jacobs, D. D.
Philadelphia, Pa.....	Protestant Episcopal Church Divinity School.....	Rev. George G. Bartlett.
Philadelphia (German-town), Pa.....	St. Vincent Seminary (R. C.).....	Frederick J. Maune, C. M.

XIII.—PRESIDENTS AND DEANS OF PROFESSIONAL SCHOOLS—Continued.

I.—SCHOOLS OF THEOLOGY—Continued.

Location.	Name of Institution.	President or dean.
Philadelphia, Pa.	Temple University Theological School (Nonsect.)	Walter B. Shumway, D. D.
Pittsburgh, Pa.	Pittsburgh Theological Seminary (United Presb.)	John McNaugher, D. D., LL. D.
Do.	Reformed Presbyterian Theological Seminary	Richard Cameron Wythe, D. D., LL. D.
Do.	Western Theological Seminary (Presb.)	James A. Kelsø, Ph. D., D. D.
Selingsgrove, Pa.	Susquehanna University School of Theology (Ev. Luth.)	Franklin P. Manhart, D. D., dean.
Villanova, Pa.	Villanova College, Augustinian Scholastic De- partment (R. C.)	Joseph A. Hickey, O. S. A., J. C. D., regent of studies
Columbia, S. C.	Allen University, Department of Theology (A. M. E.)	T. B. Nelson, D. D.
Do.	Columbia Theological Seminary (Presb.)	Thornton Whaling, D. D.
Do.	Lutheran Theological Seminary of the United Synod.	Andrew G. Voigt, D. D., LL. D.
Due West, S. C.	Erskine Theological Seminary (A. R. Presb.)	F. Y. Pressly, D. D.
Clarksville, Tenn.	Divinity School of Southwestern Presbyterian University.	Angus Robertson Shaw, D. D.
Jackson, Tenn.	Lane College Theological School (Colo. M. E.)	Isaac C. Snowden, B. D.
Kimberlin Heights, Tenn.	Johnson Bible College	Ashley Sidney Johnson, LL. D.
Knoxville, Tenn.	Knoxville College Theological School (colored) (Un. Presb.)	R. W. McGranahan, D. D.
Nashville, Tenn.	Vanderbilt University School of Religion (nonsec- tarian)	Wilbur F. Tillett, D. D.
Sewanee, Tenn.	University of the South Theological Department (P. E.)	Cleveland Keith Benedict, D. D.
Austin, Tex.	Austin Presbyterian Theological Seminary	Thomas W. Currie, B. D., chairman of faculty.
Dallas, Tex.	School of Theology, Southern Methodist University	Hoyt M. Dobbs, D. D.
Fort Worth, Tex.	Southwestern Baptist Theological Seminary	Benajah H. Carroll, D. D., LL. D.
Do.	Brite College of the Bible, Texas Christian Univer- sity.	Colby D. Hall, A. M.
Marshall, Tex.	Bishop College Theological Department (colored) (Bapt.)	Charles H. Maxson, B. D.
Peniel, Tex.	Peniel College Department of Theology (Nazarine)	James B. Chapman, B. D.
Seguin, Tex.	Guadalupe College, Department of Theology (col- ored) (Bapt.)	
Tyler, Tex.	Texas College, Theological Department (Colored M. E.)	Rev. D. C. Fowler, theologi- cal teacher.
Waco, Tex.	Paul Quinn College, Department of Theology (A. M. E.)	
Bridgewater, Va.	Bridgewater College Bible Department (Breth.)	John S. Flory, Ph. D.
Lynchburg, Va.	Virginia Theological Seminary and College (Bapt.)	Robert C. Woods, D. D.
Petersburg, Va.	Bishop Payne Divinity School (P. E.)	C. B. Bryan, D. D.
Richmond, Va.	Union Theological Seminary in Virginia (Presb.)	Walter W. Moore, D. D. LL. D.
Do.	Virginia Union University Theological Depart- ment (Bapt.)	George Rice Hovey, D. D.
Theological Seminary, Va.	Theological Seminary of the Protestant Episcopal Church in Virginia.	Berryman Green, D. D.
Bethany, W. Va.	Bethany College, Department of Ministerial Edu- cation.	H. L. Calhoun, Ph. D.
Nashotah, Wis.	Nashotah House (Episcopal)	Edward A. Larrabee, D. D.
Oconomowoc, Wis.	College of the Immaculate Conception Theological School (R. C.)	C. D. McEnniry, C. SS. R.
Plymouth, Wis.	Provincial Seminary of the Reformed Church, Mission House College.	E. A. Hofer, D. D.
St. Francis, Wis.	Provincial Seminary of St. Francis de Sales (R. C.)	Joseph Rainer, V. G.
Wauwatosa, Wis.	Evangelical Lutheran Theological Seminary	John Schaller.

2.—SCHOOLS OF LAW.

University, Ala.	University of Alabama, Law Department	Albert J. Farrah, LL. B.
Little Rock, Ark.	Arkansas Law School	John H. Carmichael, LL. B.
Berkeley, Cal.	University of California School of Jurisprudence	William Carey Jones, M. A.
Los Angeles, Cal.	University of Southern California College of Law	Frank M. Porter, LL. M.
Do.	Southwestern University, School of Law	Arthur J. Abbott, J. D.
San Francisco, Cal.	Hastings College of Law, University of California	Edward R. Taylor, M. D.
Do.	Law Department of St. Ignatius University	Matt. I. Sullivan, LL. D.
Do.	San Francisco Law School	James A. Ballentine, A. B.
Do.	San Francisco Young Men's Christian Association Law School.	J. E. White, acting dean.
Santa Clara, Cal.	University of Santa Clara Institute of Law	James H. Campbell, Ph. D.
Stanford University, Cal.	Leland Stanford Junior University, Law School	Charles A. Huston, J. D. S. J. D.

XIII.—PRESIDENTS AND DEANS OF PROFESSIONAL SCHOOLS—Continued.

2.—SCHOOLS OF LAW—Continued.

Location.	Name of institution.	President or dean.
Boulder, Colo.	University of Colorado, School of Law	John D. Fleming, LL. D.
Denver, Colo.	University of Denver Law School	George C. Manly, LL. B.
New Haven, Conn.	Yale University Law School	Thomas Walter Swan, LL. B.
Washington, D. C.	Catholic University of America School of Law	Thomas C. Carrigan, Ph. D., LL. D.
Do.	Georgetown University School of Law	George E. Hamilton, LL. D.
Do.	George Washington University Law School	Merton Le Roy Ferson, acting dean.
Do.	Howard University Law School	Benjamin F. Leighton, LL. D.
Do.	National University Law School	Charles F. Carroll, LL. M.
Do.	Washington College of Law	Emma M. Gillett, LL. M.
Deland, Fla.	John B. Stetson University College of Law	Richmond A. Rasco, LL. B.
Gainesville, Fla.	University of Florida College of Law	Harry R. Trusler, LL. B.
Athens, Ga.	University of Georgia, Law Department	Sylvanus Morris, LL. D.
Atlanta, Ga.	Atlanta Law School	Hamilton Douglas, Ph. M., LL. B.
Macon, Ga.	Mercer University Law School	Emory Speer, LL. D.
Moscow, Idaho.	University of Idaho College of Law	George D. Ayers, LL. B.
Bloomington, Ill.	Illinois Wesleyan University, Bloomington Law School	Charles L. Capen, A. M.
Chicago, Ill.	Chicago Law School	John J. Tobias, LL. B., chancellor.
Do.	Chicago-Kent Law School	Edmund W. Burke, A. M.
Do.	De Paul University Law School	Francis K. Busch, LL. D.
Do.	Hamilton College of Law	John H. Cummings, LL. B.
Do.	John Marshall Law School	Edward T. Lee, LL. B.
Do.	Loyola University College of Law	Frederick Juchhoff, LL. D.
Do.	Northern Illinois University Law School	John H. Wigmore, LL. D.
Do.	Northwestern University Law School	James Parker Hall, LL. B.
Do.	University of Chicago Law School	Henry W. Ballantine, LL. B.
Urbana, Ill.	University of Illinois College of Law	Enoch G. Hogate, LL. D.
Bloomington, Ind.	Indiana University School of Law	J. W. Laird, A. B., president.
Danville, Ind.	Central Normal College School of Law	Theophilus J. Moll, LL. M.
Indianapolis, Ind.	Benjamin Harrison Law School	James A. Rohbach, LL. D.
Do.	University of Indianapolis, Indiana Law School	Lex Kintner, dean.
Muncie, Ind.	Muncie National Institute, Department of Law	William Hoynes, LL. D.
Notre Dame, Ind.	University of Notre Dame, Law Department	M. J. Bowman, Jr., LL. B.
Valparaiso, Ind.	Valparaiso University Law School	Edward Baker Evans, LL. M.
Des Moines, Iowa.	Drake University College of Law	Dudley O. McGooney, LL. B.
Iowa City, Iowa.	State University of Iowa College of Law	James W. Green, A. M.
Lawrence, Kans.	University of Kansas Law School	Albert J. Harno, LL. B.
Topeka, Kans.	Washburn College School of Law	William T. Lafferty, A. M.
Lexington, Ky.	University of Kentucky College of Law	Judge Thomas R. Gordon.
Louisville, Ky.	Jefferson School of Law	William C. Brown.
Do.	State University Central Law School.	Charles B. Seymour, LL. B.
Do.	University of Louisville, Law Department.	Robert L. Tullis, LL. B.
Baton Rouge, La.	Louisiana State University, Law Department.	Judge John St. Paul.
New Orleans, La.	Loyola University Law School.	Charles P. Fennel, LL. B.
Do.	Tulane University of Louisiana College of Law.	William E. Walz, LL. B., Litt. D.
Bangor, Me.	University of Maine College of Law.	Henry D. Harlan, LL. D.
Baltimore, Md.	University of Maryland Law School.	Homer Albers, LL. B.
Boston, Mass.	Boston University School of Law.	Arthur W. MacLean, J. M.
Do.	Portia School of Law.	Gleason L. Archer, LL. B.
Do.	Suffolk Law School.	Frank Palmer Speare, president.
Do.	Northeastern College School of Law.	Roscoe Pound, Ph. D., LL. M., LL. D.
Cambridge, Mass.	Harvard University Law School.	Benjamin D. Edwards, Ph. B., executive director; William Krichbaum, LL. B., dean.
Ann Arbor, Mich.	University of Michigan Law School.	Judge George S. Hosmer.
Detroit, Mich.	Detroit College of Law (conducted by Detroit Young Men's Christian Association).	William R. Vance, LL. D.
Do.	University of Detroit Law School.	Elmer C. Patterson, LL. B.
Minneapolis, Minn.	University of Minnesota College of Law.	Judge George L. Bunn.
Do.	Minnesota College of Law (Inc.)	A. H. Whitfield, LL. D.
St. Paul, Minn.	St. Paul College of Law	Leonard J. Farley, LL. D.
Jackson, Miss.	Mississippi College Law School.	Eldon R. James, S. J. D.
University, Miss.	University of Mississippi, Department of Law.	Edward D. Ellison.
Columbia, Mo.	University of Missouri School of Law.	George L. Corlis, LL. B.
Kansas City, Mo.	Kansas City School of Law.	Eustace C. Wheeler, LL. B.
St. Louis, Mo.	Benton College of Law.	Paul Bakewell, LL. D.
Do.	City College of Law and Finance.	Richard L. Goode, LL. D.
Do.	St. Louis University Institute of Law.	Albert N. Whitlock, LL. B.
Do.	Washington University, St. Louis Law School.	William Granger Hastings, A. B.
Misoula, Mont.	University of Montana College of Law.	
Lincoln, Nebr.	University of Nebraska College of Law.	

XIII.—PRESIDENTS AND DEANS OF PROFESSIONAL SCHOOLS—Continued.

2.—SCHOOLS OF LAW—Continued.

Location.	Name of institution.	President or dean.
Omaha, Nebr.	Creighton University, Creighton College of Law ..	Paul L. Martin, LL. B.
Do.	University of Omaha, Omaha School of Law ..	Judge Alexander C. Troup.
Newark, N. J.	New Jersey Law School ..	Richard D. Currier, LL. B.
Albany, N. Y.	Union University, Albany Law School ..	J. Newton Fiero, LL. D.
Brooklyn, N. Y.	St. Lawrence University, Brooklyn Law School ..	William P. Richardson, LL. D.
Buffalo, N. Y.	University of Buffalo, Buffalo Law School ..	Carlos C. Alden, J. D.
Ithaca, N. Y.	Cornell University College of Law ..	Edwin H. Woodruff, LL. B.
New York, N. Y.	Columbia University School of Law ..	Harlan F. Stone, LL. B.
Do.	Fordham University School of Law ..	John Whalen, LL. D.
Do.	New York Law School ..	George Chase, LL. B.
Do.	New York University Law School ..	Frank H. Sommer, LL. M.
Syracuse, N. Y.	Syracuse University College of Law ..	J. D.
Chapel Hill, N. C.	University of North Carolina Law Department ..	Frank R. Walker, LL. B.
Durham, N. C.	Trinity College Law School ..	Lucius Polk McGhee, A. B.
Wake Forest, N. C.	Wake Forest College Law School ..	Samuel Fox Mordecai, LL. D.
University, N. Dak.	University of North Dakota School of Law ..	Needham Y. Guiley, LL. D.
Ada, Ohio ..	Ohio Northern University, College of Law ..	George F. Wells, LL. D.
Cincinnati, Ohio ..	Cincinnati Law School ..	Jay P. Taggart, LL. B.
Do.	Young Men's Christian Association Night Law School ..	Alfred B. Benedict, LL. B., dean.
Cleveland, Ohio ..	Baldwin-Wallace College, Cleveland Law School ..	Willis Vickary, LL. D.
Do.	Western Reserve University, Franklin T. Backus Law School ..	Walter Thomas Dummore, LL. B.
Columbus, Ohio ..	Ohio State University College of Law ..	John Jay Adams, LL. D.
Toledo, Ohio ..	St. John's University College of Law ..	John P. Manton.
Do.	Toledo University College of Law ..	Aaron B. Cohn, LL. B.
Norman, Okla.	University of Oklahoma School of Law ..	Julien Charles Monnet, LL. B.
Eugene, Oreg.	Law School, University of Oregon ..	Edward W. Hope, Ph. D.
Salem, Oreg.	Willamette University College of Law ..	I. H. Van Winkle, LL. B.
Carlisle, Pa.	Dickinson College, Dickinson School of Law ..	William Trickett, LL. D.
Philadelphia, Pa.	Temple University Law School ..	Francis Chapman, LL. D.
Do.	University of Pennsylvania Department of Law ..	William E. McKell, B. S., LL. M.
Pittsburgh, Pa.	Duquesne University School of Law ..	Judge Joseph M. Swearingen.
Do.	University of Pittsburgh, Pittsburgh Law School ..	John Douglas Shafer, LL. D.
Manila, P. I.	University of the Philippines, College of Law ..	George A. Malcolm, LL. B.
Rio Piedras, Porto Rico ..	University of Porto Rico College of Law ..	Louis W. Raper, Ph. D.
Columbia, S. C.	University of South Carolina Law School ..	John Peyre Thomas.
Vermilion, S. Dak.	University of South Dakota College of Law ..	Marshall McKusick, LL. B.
Chattanooga, Tenn.	Chattanooga College of Law ..	Charles R. Evans, A. M.
Knoxville, Tenn.	The University of Tennessee College of Law ..	Charles W. Turner, A. M.
Lebanon, Tenn.	Cumberland University Law School ..	Nathan Green, LL. D.
Nashville, Tenn.	Vanderbilt University Law School ..	John B. Keeble, LL. B.
Austin, Tex.	University of Texas, Department of Law ..	John Charles Townes, LL. D.
Salt Lake City, Utah ..	University of Utah College of Law ..	William H. Leary, J. D.
Charlottesville, Va.	University of Virginia, Department of Law ..	William Minor Life, LL. D.
Lexington, Va.	Washington and Lee University School of Law ..	Joseph R. Long, LL. B.
Richmond, Va.	Richmond College School of Law ..	F. W. Boatwright, LL. D.
Seattle, Wash.	University of Washington Law School ..	Edward T. Condon, LL. M.
Spokane, Wash.	Gonzaga University, Department of Law ..	John T. Cannon, LL. D.
Morgantown, W. Va.	West Virginia University College of Law ..	Henry Craig Jones, LL. B.
Madison, Wis.	University of Wisconsin Law School ..	Harry Sanger Richards, LL. D.
Milwaukee, Wis.	Marquette University College of Law ..	Max Schoets, A. B., LL. B. acting dean.

3.—SCHOOLS OF MEDICINE.

[(H) designates the medical school as Homeopathic and (E) as Eclectic.]

Mobile, Ala.	University of Alabama, Department of Medicine ..	Tucker H. Fraser.
Little Rock, Ark.	University of Arkansas, Medical Department ..	Morgan Smith.
Loma Linda, Cal.	College of Medical Evangelists ..	Newton G. Evans, B. S., president.
Los Angeles, Cal.	Los Angeles Medical Department of the University of California ..	George H. Kress, dean.
Do.	University of Southern California, College of Physicians and Surgeons ..	Charles W. Bryson, A. B.
Oakland, Cal.	Oakland College of Medicine and Surgery ..	Hayward G. Thomas.
San Francisco, Cal.	College of Physicians and Surgeons ..	L. W. Spriggs.
Do.	Leland Stanford Junior University School of Medicine ..	William Ophüls.
Do.	University of California, Medical School ..	Herbert C. Moffitt.
Do.	University of California, Hahnemann Medical College (H). ..	James W. Ward.

XIII.—PRESIDENTS AND DEANS OF PROFESSIONAL SCHOOLS—Continued.

3.—SCHOOLS OF MEDICINE—Continued.

Location.	Name of institution.	President or dean.
Boulder and Denver, Colo.	University of Colorado, School of Medicine.....	Charles N. Meader, A. B.
New Haven, Conn.	Yale University, Department of Medicine.....	George Blumer.
Washington, D. C.	George Washington University, Medical School.....	William C. Borden.
Do.....	Georgetown University, School of Medicine.....	George M. Kober, LL. D.
Do.....	Howard University, School of Medicine.....	Edward A. Balloch, A. M.
Atlanta, Ga.	Atlanta Medical College, Department of Medicine, Emory University.	W. S. Elkin.
Augusta, Ga.	Medical Department, University of Georgia.....	William H. Doughty, Jr., A. B.
Chicago, Ill.	Bennett Medical College, Loyola University.....	Maximilian J. Herzog, LL. D.
Do.....	Chicago College of Medicine and Surgery.....	John S. Nagel, dean.
Do.....	Chicago Hospital, College of Medicine.....	Charles Hill, B. Sc., M. S., president.
Do.....	Hahnemann Medical College and Hospital (H).....	Jos. P. Cobb.
Do.....	Jenner Medical College.....	Edwin G. Earle.
Do.....	Northwestern University, Medical School.....	Arthur Isaac Kendall, acting dean.
Do.....	Rush Medical College, University of Chicago.....	John Milton Dodsou.
Do.....	University of Illinois, College of Medicine.....	Daniel A. K. Steele, LL. D., dean.
Bloomington and Indianapolis, Ind.	Indiana University School of Medicine.....	Charles P. Emerson, A. B.
Iowa City, Iowa.	State University of Iowa, College of Medicine.....	Lee W. Dean, M. S.
Do.....	State University of Iowa, Homeopathic Medical Department (H).	George Royal.
Roedale and Lawrence, Kans.	University of Kansas, School of Medicine.....	Samuel J. Crumblin, dean; Marwin T. Sudler, associate dean.
Louisville, Ky.	University of Louisville, Medical Department.....	Henry Enos Tuley.
New Orleans, La.	Tulane University of Louisiana, School of Medicine	Isadore Dyer.
Brunswick and Portland, Me.	Bowdoin Medical School.....	Addison S. Thayer, A. B.
Baltimore, Md.	Johns Hopkins University, Medical Department.	J. Whitridge Williams, D. Sc.
Do.....	University of Maryland, School of Medicine and College of Physicians and Surgeons.	J. M. H. Rowland.
Boston, Mass.	Harvard University, Medical School.....	Edward H. Bradford, dean.
Do.....	Tufts College, Medical School.....	Charles F. Painter.
Do.....	Boston University, School of Medicine (H).	John P. Sutherland.
Ann Arbor, Mich.	University of Michigan, Medical School.....	Victor C. Vaughan, LL. D.
Do.....	University of Michigan, Homeopathic Medical School (H).	Wilbert B. Hinsdale, A. M.
Detroit, Mich.	Detroit College of Medicine and Surgery.....	J. Henry Carstens.
Minneapolis, Minn.	University of Minnesota, Medical School.....	E. F. Lyon, Ph. D.
University, Miss.	University of Mississippi, Medical Department.....	Walter S. Leathers.
Columbia, Mo.	University of Missouri, School of Medicine.....	Guy L. Noyes.
St. Louis, Mo.	Medical School, National University of Arts and Sciences.	George Richter.
Do.....	St. Louis University, School of Medicine.....	Hansau W. Loeb, A. M.
Do.....	Washington University, Medical School.....	Philip A. Shaffer, Ph. D.
Lincoln and Omaha, Nebr.	University of Nebraska, College of Medicine.....	Irving S. Cutter, B. Sc.
Lincoln, Nebr.	Lincoln Medical College (E).....	F. L. Wilweth.
Omaha, Nebr.	John A. Creighton Medical College.....	James R. Clemens, A. B.
Hanover, N. H.	Dartmouth Medical School.....	John M. Gile, A. M.
Albany, N. Y.	Albany Medical College, Union University.....	Thomas Ordway.
Brooklyn, N. Y.	Long Island College Hospital.....	Otto V. Huffman.
Buffalo, N. Y.	University of Buffalo, Medical Department.....	Thomas H. McKee.
New York, N. Y.	Columbia University College of Physicians and Surgeons.	Samuel W. Lambert, A. M.
New York and Ithaca, N. Y.	Cornell University, Medical College.....	William M. Polk, LL. D.
New York, N. Y.	Fordham University, School of Medicine.....	William P. Healy, dean.
Do.....	University and Bellevue Hospital Medical College.	Samuel A. Brown, dean.
Do.....	New York Homeopathic Medical College and Flower Hospital (H).	Royal S. Copeland, A. M.
Do.....	New York Medical College and Hospital for Women (H).	Cornelia S. Brant.
Syracuse, N. Y.	Syracuse University, College of Medicine.....	John L. Hedron, Sc.
Chapel Hill, N. C.	University of North Carolina, School of Medicine.	Isaac H. Manning.
Raleigh, N. C.	Shaw University, Leonard Medical School.....	George H. Stoddard, A. M.
Wake Forest, N. C.	Wake Forest College, School of Medicine.....	William L. Poteat, LL. D.
University, N. Dak.	University of North Dakota, School of Medicine.....	Harley E. French, M. S.
Cincinnati, Ohio.	Ohio-Miami Medical College, University of Cincinnati.	Christian R. Holmes.
Do.....	Eclectic Medical College (E).....	Rolla L. Thomas.
Cleveland, Ohio.	Western Reserve University, School of Medicine.	Carl A. Hamann.
Columbus, Ohio.	Ohio State University, College of Medicine.....	E. F. McCampbell, Ph. D.
Do.....	Ohio State University, College of Homeopathic Medicine (H).	Claude A. Burrett, Ph. B.

XIII.—PRESIDENTS AND DEANS OF PROFESSIONAL SCHOOLS—Continued.

3.—SCHOOLS OF MEDICINE—Continued.

Location.	Name of institution.	President or dean.
Norman and Oklahoma City, Okla.	University of Oklahoma, School of Medicine.....	Le Roy Long.
Portland, Oreg.....	University of Oregon, Medical School.....	Kenneth A. J. Mackenzie, L. R. C. P., L. R. C. S.
Philadelphia, Pa.....	Jefferson Medical College.....	Ross V. Patterson, dean.
Do.....	Medico-Chirurgical College and Hospital, Graduate School of Medicine of the University of Pennsylvania.	
Do.....	Temple University, Department of Medicine.....	Frank C. Hammond.
Do.....	Medical School of the University of Pennsylvania.	William Pepper.
Do.....	Woman's Medical College of Pennsylvania and Its Hospital.	Martha Tracy, acting.
Do.....	Hahnemann Medical College and Hospital of Philadelphia (H).	W. A. Pearson.
Pittsburgh, Pa.....	University of Pittsburgh School of Medicine.....	Thomas S. Arbutnot.
Manila, P. I.....	University of the Philippines College of Medicine and Surgery.	Fernando Calderon, dean.
Charleston, S. C.....	Medical College of the State of South Carolina.....	Robert Wilson, jr.
Vermilion, S. Dak.....	University of South Dakota, College of Medicine.	Christian P. Lommen.
Memphis, Tenn.....	University of Tennessee, College of Medicine.....	Herbert T. Brooks.
Nashville, Tenn.....	Vanderbilt University, Medical Department.....	Lucius E. Burch, dean.
Do.....	Meharry Medical College.....	G. W. Hubbard, president.
Dallas, Tex.....	Baylor University, Medical Department.....	Edward H. Cary.
Fort Worth, Tex.....	Fort Worth School of Medicine, Texas Christian University.	S. A. Woodward.
Galveston, Tex.....	University of Texas, School of Medicine.....	William S. Carter.
Salt Lake City, Utah.....	University of Utah, School of Medicine.....	Perry G. Snow, B. A.
Burlington, Vt.....	University of Vermont, College of Medicine.....	Henry C. Tinkham, M. Sc.
Charlottesville, Va.....	University of Virginia, Medical Department.....	Theodore Hough.
Richmond, Va.....	Medical College of Virginia.....	Stuart McGuire.
Morgantown, W. Va.....	West Virginia University, School of Medicine.....	John N. Simpson.
Madison, Wis.....	University of Wisconsin, Medical School.....	Charles R. Bardeen.
Milwaukee, Wis.....	Marquette University, Medical Department.....	Louis F. Jermain.

4.—SCHOOLS OF DENTISTRY.

Los Angeles, Cal.....	University of Southern California, College of Dentistry.	Lewis E. Ford.
San Francisco, Cal.....	College of Physicians and Surgeons, Department of Dentistry.	Charles Borton.
Do.....	University of California, College of Dentistry.....	Guy S. Millberry.
Denver, Colo.....	Colorado College of Dental Surgery, University of Denver.	H. A. Fynn.
Washingto, D. C.....	George Washington University, Department of Dentistry.	J. Roland Walton.
Do.....	Georgetown University, Dental Department.....	Shirley W. Bowles.
Do.....	Howard University, Dental College.....	Edward A. Balloch, A. M.
Atlanta, Ga.....	Atlanta Dental College.....	Claude Hughes.
Do.....	Southern Dental College.....	Sheppard W. Foster.
Chicago, Ill.....	Chicago College of Dental Surgery, Valparaiso University.	Truman W. Brophy, L.L. D.
Do.....	Northwestern University, Dental School.....	Thomas L. Gilmer, Sc. D.
Do.....	University of Illinois, College of Dentistry.....	Frederick B. Moorehead, M. S.
Indianapolis, Ind.....	Indiana Dental College, University of Indianapolis.	Frederic R. Henshaw.
Valparaiso, Ind.....	Valparaiso University, College of Dentistry.....	Truman W. Brophy.
Iowa City, Iowa.....	State University of Iowa, College of Dentistry.....	Frank T. Breene.
Louisville, Ky.....	Louisville College of Dentistry, Central University of Kentucky.	William E. Grant.
New Orleans, La.....	Loyola School of Dentistry, Loyola University.....	C. Victor Vignes.
Do.....	Tulane University of Louisiana, School of Dentistry.	Wallace Wood, jr.
Baltimore, Md.....	Baltimore College of Dental Surgery.....	W. G. Foster.
Do.....	Baltimore Medical College, Dental Department.....	J. W. Smith.
Do.....	University of Maryland, Dental Department.....	Timothy O. Heatwole.
Boston, Mass.....	Harvard University, Dental School.....	Eugene Hanes Smith.
Do.....	Tufts College, Dental School.....	William Rice.
Ann Arbor, Mich.....	University of Michigan, College of Dental Surgery.....	Marcus L. Ward.
Minneapolis, Minn.....	University of Minnesota, College of Dentistry.....	Alfred Owre.
Kansas City, Mo.....	Kansas City Dental College.....	Charles C. Allen.
Do.....	Western Dental College.....	R. J. Rinehart, secretary.
St. Louis, Mo.....	St. Louis Dental College, St. Louis University.....	James P. Harper.
Do.....	Washington University, Dental School.....	John H. Kennerly.
Lincoln, Nebr.....	Lincoln Dental College.....	Wallace Clyde Davis.
Omaha, Nebr.....	Creighton University, College of Dentistry.....	A. Hugh Hipple.
Jersey City, N. J.....	College of Jersey City, Department of Dentistry.....	Herbert S. Sutphen.
Buffalo, N. Y.....	University of Buffalo, College of Dentistry.....	Daniel H. Squire.

XIII.—PRESIDENTS AND DEANS OF PROFESSIONAL SCHOOLS—Continued.

4.—SCHOOLS OF DENTISTRY—Continued.

Location.	Name of institution.	President or dean.
New York, N. Y.	College of Dental and Oral Surgery of New York.	William Carr.
Do.	Columbia University, Dental School.	James C. Egbert, director.
Do.	New York College of Dentistry.	Alfred R. Starr.
Cincinnati, Ohio.	Cincinnati College of Dental Surgery.	G. S. Junkerman, A. M.
Do.	Ohio College of Dental Surgery.	H. T. Smith.
Cleveland, Ohio.	Western Reserve University, Dental School.	Frank M. Casto.
Columbus, Ohio.	Ohio State University, College of Dentistry.	Harry M. Semans.
Portland, Oreg.	North Pacific College of Dentistry.	Herbert C. Miller.
Philadelphia, Pa.	Philadelphia Dental College, Temple University.	Simeon H. Guilford, A. M., Ph. D.
Do.	Thomas W. Evans Museum and Dental Institute, School of Dentistry, University of Pennsylvania.	Edward C. Kirk, Sc. D.
Pittsburgh, Pa.	University of Pittsburgh, School of Dentistry.	H. Edmund Friesell.
Memphis, Tenn.	College of Dentistry, University of Tennessee.	Joseph A. Gardner.
Nashville, Tenn.	Vanderbilt University, Dental Department.	Henry W. Morgan.
Do.	Meharry Dental College.	G. W. Hubbard, president.
Dallas, Tex.	State Dental College.	Bush Jones.
Houston, Tex.	Texas Dental College.	O. F. Gambatti.
Richmond, Va.	School of Dentistry, Medical College of Virginia.	J. A. C. Hoggan, chairman of faculty.
Milwaukee, Wis.	Marquette University, Dental Department.	Henry L. Banzhaf, B. S.

5.—SCHOOLS OF PHARMACY.

Auburn, Ala.	Alabama Polytechnic Institute, Pharmacy Department.	L. S. Blake, M. S.
Mobile, Ala.	University of Alabama, Department of Pharmacy.	Tucker H. Frazer.
Los Angeles, Cal.	University of Southern California, College of Pharmacy.	Laird J. Stabler, M. S.
San Francisco, Cal.	California College of Pharmacy, University of California.	Franklin T. Green.
Do.	College of Physicians and Surgeons, Department of Pharmacy.	John Henry Flint.
Boulder, Colo.	University of Colorado, College of Pharmacy.	Homer C. Washburn.
Washington, D. C.	George Washington University, National College of Pharmacy.	H. E. Kalusowski.
Do.	Howard University, College of Pharmacy.	Edward A. Balloch, A. M.
Athens, Ga.	University of Georgia, School of Pharmacy.	Robert C. Wilson, head of department.
Atlanta, Ga.	Atlanta College of Pharmacy.	George F. Payne.
Do.	Southern College of Pharmacy.	R. C. Hood.
Macon, Ga.	Mercer University, School of Pharmacy.	C. A. Struby.
Chicago, Ill.	Central States College of Pharmacy.	Roland H. Phillips, Sc. B.
Do.	University of Illinois, School of Pharmacy.	William B. Day, acting dean.
Angola, Ind.	Tri-State College of Pharmacy.	C. C. Sherrard.
Indianapolis, Ind.	Indiana College of Pharmacy.	Ferd. A. Mueller.
Lafayette, Ind.	School of Pharmacy, Purdue University.	Charles B. Jordan, M. S.
Notre Dame, Ind.	University of Notre Dame, School of Pharmacy.	Robert Lee Green.
Valparaiso, Ind.	Valparaiso University, Department of Pharmacy.	G. D. Timmons, B. S.
Des Moines, Iowa.	Highland Park College of Pharmacy and Chemistry.	Elbert O. Kagy.
Iowa City, Iowa.	State University of Iowa, College of Pharmacy.	Wilber J. Teeters, M. S.
Lawrence, Kans.	University of Kansas, School of Pharmacy.	Lucius E. Sayre, M. S.
Louisville, Ky.	Louisville College of Pharmacy.	Oscar C. Dilly.
New Orleans, La.	New Orleans College of Pharmacy (affiliated with Loyola University).	Philip Asher.
Do.	Tulane University of Louisiana, School of Pharmacy.	Isadore Dyer.
Orono, Me.	University of Maine, Department of Pharmacy.	William A. Jarrett.
Baltimore, Md.	Department of Pharmacy, University of Maryland.	Charles Caspari, Jr.
Boston, Mass.	Massachusetts College of Pharmacy.	Theodore J. Bradley.
Ann Arbor, Mich.	University of Michigan, College of Pharmacy.	J. O. Schlotterbeck.
Big Rapids, Mich.	Ferris Institute, Pharmacy Department.	W. N. Ferris, president.
Minneapolis, Minn.	University of Minnesota, College of Pharmacy.	Frederick J. Wuelling, I. L. M.
University, Miss.	University of Mississippi, School of Pharmacy.	Henry M. Faser.
Kansas City, Mo.	Kansas City College of Pharmacy and Natural Sciences.	David V. Whitney.
Missoula, Mont.	University of Montana, School of Pharmacy.	Charles E. F. Mollet, dean.
Lincoln, Nebr.	University of Nebraska, College of Pharmacy.	Rufus A. Lyman, A. M.
Omaha, Nebr.	Craigton University, Department of Pharmacy.	Howard C. Newton.
Jersey City, N. J.	College of Jersey City, Department of Pharmacy.	Joseph Koppel.
Newark, N. J.	New Jersey College of Pharmacy.	Philemon E. Hommell.
Albany, N. Y.	Albany College of Pharmacy, Union University.	Willis G. Tucker.
Brooklyn, N. Y.	Brooklyn College of Pharmacy.	William C. Anderson.
Buffalo, N. Y.	Buffalo College of Pharmacy, University of Buffalo.	Willis G. Gregory.
New York, N. Y.	College of Pharmacy of the City of New York, Columbia University.	Henry H. Rusby.
Do.	Fordham University, College of Pharmacy.	Jacob Diner, dean

XIII.—PRESIDENTS AND DEANS OF PROFESSIONAL SCHOOLS—Continued.

5.—SCHOOLS OF PHARMACY—Continued.

Location.	Name of institution.	President or dean.
Chapel Hill, N. C.....	University of North Carolina, Department of Pharmacy.....	Edward V. Howell, A. B.
Raleigh, N. C.....	Leonard School of Pharmacy, Shaw University....	George H. Stoddard, A. M.
Agricultural College, N. Dak.....	North Dakota Agricultural College, School of Pharmacy.....	E. F. Ladd, LL. D.
Ade, Ohio.....	Ohio Northern University, School of Pharmacy....	
Cincinnati, Ohio.....	Cincinnati College of Pharmacy.....	Walter R. Orles.
Cleveland, Ohio.....	Cleveland School of Pharmacy, Western Reserve University.....	Edward Speare.
Columbus, Ohio.....	Ohio State University, College of Pharmacy.....	Clair A. Dye, acting dean.
Toledo, Ohio.....	Toledo University, College of Pharmacy.....	William McKendree Reed.
Norman, Okla.....	State University of Oklahoma, School of Pharmacy.....	Howard S. Browne.
Corvallis, Oreg.....	Oregon Agricultural College, School of Pharmacy..	Adolph Zeile, B. S., dean.
Portland, Oreg.....	North Pacific College of Pharmacy.....	Herbert C. Miller.
Philadelphia, Pa.....	Philadelphia, College of Pharmacy.....	Joseph P. Remington.
Do.....	Temple University, Department of Pharmacy.....	John R. Mieshart.
Pittsburgh, Pa.....	Pittsburgh College of Pharmacy, University of Pittsburgh.....	Julius A. Koch.
Rio Piedras, Porto Rico.....	University of Porto Rico, College of Pharmacy...	Louis W. Rapeer, Ph. D.
Providence, R. I.....	Rhode Island College of Pharmacy and Allied Sciences.....	Edwin E. Calder.
Charleston, S. C.....	Medical College of State of South Carolina, Department of Pharmacy.....	Robert Wilson, jr.
Brookings, S. Dak.....	South Dakota State College of Agriculture and Mechanic Arts, Department of Pharmacy.....	Earl R. Series, professor.
Memphis, Tenn.....	School of Pharmacy of The University of Tennessee.....	Herbert T. Brooks.
Nashville, Tenn.....	Vanderbilt University, School of Pharmacy.....	J. T. McGill.
Do.....	McHerry College of Pharmacy.....	G. W. Hubbard, president.
Dallas, Tex.....	Baylor University, College of Pharmacy.....	Edward H. Cary, M. D. (acting dean).
Galveston, Tex.....	University of Texas, School of Pharmacy.....	William S. Carter.
Richmond, Va.....	School of Pharmacy, Medical College of Virginia..	A. Bolenbaugh, B. S., chairman of faculty.
Pullman, Wash.....	State College of Washington, School of Pharmacy..	P. H. Duxine, acting head.
Seattle, Wash.....	University of Washington, College of Pharmacy.....	Charles W. Johnson, Ph. D.
Morgantown, W. Va.....	Department of Pharmacy, West Virginia University.....	John N. Simpson.
Madison, Wis.....	University of Wisconsin course in Pharmacy.....	Edward Kremers, director.
Milwaukee, Wis.....	Marquette University, Pharmacy Department.....	F. C. Mayer.

6.—SCHOOLS OF VETERINARY MEDICINE.

Auburn, Ala.....	Alabama Polytechnic Institute, College of Veterinary Medicine.....	C. A. Cary.
San Francisco, Cal.....	San Francisco Veterinary College.....	L. J. Anderson.
Fort Collins, Colo.....	Colorado Agricultural College, Division of Veterinary Medicine.....	George H. Glover.
Washington, D. C.....	George Washington University, College of Veterinary Medicine.....	David E. Buckingham.
Do.....	United States College of Veterinary Surgeons.....	Hulbert Young.
Chicago, Ill.....	Chicago Veterinary College.....	Joseph Hughes.
Do.....	McKillop Veterinary College.....	Charles Frazier, dean.
Indianapolis, Ind.....	Indiana Veterinary College.....	George H. Roberts.
Terre Haute, Ind.....	Terre Haute Veterinary College.....	C. I. Fleming, dean.
Ames, Iowa.....	Iowa State College, Division of Veterinary Medicine.....	Charles H. Stange.
Manhattan, Kans.....	Kansas State Agricultural College, Veterinary Department.....	
East Lansing, Mich.....	Michigan Agricultural College, Veterinary Division.....	Richard P. Lyman.
Grand Rapids, Mich.....	Grand Rapids Veterinary College.....	C. S. McGuire.
Kansas City, Mo.....	Kansas City Veterinary College.....	S. Stewart.
St. Joseph, Mo.....	St. Joseph Veterinary College.....	R. C. Moore.
Ithaca, N. Y.....	New York State Veterinary College at Cornell University.....	Veranus A. Moore.
New York, N. Y.....	New York State Veterinary College at New York University.....	W. Horace Hoskins.
Agricultural College, N. Dak.....	North Dakota Agricultural College, School of Veterinary Medicine and Surgery.....	L. Van Es.
Cincinnati, Ohio.....	Cincinnati Veterinary College.....	Louis P. Cook.
Columbus, Ohio.....	Ohio State University College of Veterinary Medicine.....	David S. White.
Philadelphia, Pa.....	University of Pennsylvania, School of Veterinary Medicine.....	Louis A. Klein.
Pullman, Wash.....	Washington State College, Veterinary Department.....	Sofus B. Nelson.

XIV.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS.

1.—PUBLIC NORMAL SCHOOLS.¹

Location.	Name of institution.	For men, for women, or coeducational.	Principal.
ALABAMA.			
Daphne.....	State Normal School.....	Coed.	Hilary H. Holmes.
Florence.....	do.....	Coed.	Henry J. Willingham.
Jacksonville.....	do.....	Coed.	C. W. Dugette.
Livingston.....	do.....	Women.	George W. Brock.
Montgomery.....	State Colored Normal School.....	Coed.	J. W. Beverly.
Moundville.....	State Normal School.....	Coed.	Raleigh W. Greens.
Normal.....	Agricultural and Mechanical College for Negroes.....	Coed.	Walter S. Buchanan.
Troy.....	State Normal School.....	Coed.	E. M. Shackelford.
Tuskegee.....	Tuskegee Normal and Industrial Institute (colored). ..	Coed.	Robert R. Moton.
ARIZONA.			
Flagstaff.....	Northern Arizona Normal School *.....	Coed.	Rudolph H. H. Biome.
Tempe.....	Tempe Normal School of Arizona.....	Coed.	Arthur J. Matthews.
ARKANSAS.			
Conway.....	Arkansas State Normal School.....	Coed.	Burr W. Torreyson.
Pine Bluff.....	Branch Normal College (colored). ..	Coed.	F. T. Venegar.
CALIFORNIA.			
Arcata.....	Humboldt State Normal School.....	Coed.	N. B. Van Matre.
Chico.....	State Normal School.....	Coed.	Allison Ware.
Fresno.....	do.....	Coed.	C. L. McLane.
Los Angeles.....	do.*.....	Coed.	Ernest C. Moore.
San Diego.....	do.....	Coed.	Edward L. Hardy.
San Francisco.....	do.*.....	Coed.	Frederick Burk.
San Jose.....	do.*.....	Coed.	Morris Elmerl Dalley.
Santa Barbara.....	State Normal School of Manual Arts and Home Economics.....	Coed.	Frank H. Ball.
COLORADO.			
Gunnison.....	Colorado State Normal School*.....	Coed.	James H. Kelley.
CONNECTICUT.			
Bridgeport.....	Bridgeport City Normal School.....	Coed.	Edward E. Cortright.
Danbury.....	State Normal Training School.....	Coed.	John R. Perkins.
New Britain.....	do.*.....	Coed.	Marcus White.
New Haven.....	do.....	Coed.	Arthur B. Morrill.
Willimantic.....	do.....	Coed.	Henry T. Burr.
DISTRICT OF COLUMBIA.			
Washington.....	J. Ormond Wilson Normal School *.....	Coed.	Anne M. Goding.
Do.....	Myrtilla Miner Normal School*(colored). ..	Coed.	Lucy E. Moten.
GEORGIA.			
Athens.....	State Normal School.....	Coed.	Jere M. Pound.
Atlanta.....	Atlanta Normal Training School.....	Coed.	Mary W. Postell.
Milledgeville.....	Georgia Normal and Industrial College.....	Women.	Marvin M. Parks.
Valdosta.....	Southern Georgia State Normal College.....	Women.	Richard H. Powell.
IDAHO.			
Albion.....	State Normal School.....	Coed.	George A. Axline.
Lewiston.....	do.....	Coed.	Oliver M. Elliott.
ILLINOIS.			
Carbondale.....	Southern Illinois State Normal University.....	Coed.	Henry W. Shryock.
Charleston.....	Eastern Illinois State Normal School.....	Coed.	Livingston C. Lord.
Chicago.....	Chicago Normal School *.....	Coed.	Wm. B. Owen.
De Kalb.....	Northern Illinois State Normal School.....	Coed.	John W. Cook.
Macomb.....	Western Illinois State Normal School.....	Coed.	Walter P. Morgan.
Normal.....	Illinois State Normal University *.....	Coed.	David Feimley.

¹ Institutions starred (*) have kindergarten training departments.

XIV.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Continued

1.—PUBLIC NORMAL SCHOOLS—Continued.

Location.	Name of institution.	For men, for wo- men, or coeduca- tional.	Principal.
INDIANA.			
Fort Wayne.....	Fort Wayne Normal School.....	Coed.....	Flora Wilber.
Indianapolis.....	Indianapolis Normal School.....	Coed.....	Marion Lee Webster.
Terre Haute.....	Indiana State Normal School.....	Coed.....	William W. Parsons.
IOWA.			
Shenandoah.....	Western Normal College.....	Coed.....	Charles F. Garrett.
KANSAS.			
Emporia.....	State Normal School *.....	Coed.....	Thomas W. Butcher.
Hays.....	Fort Hays Kansas Normal School.....	Coed.....	William A. Lewis.
Pittsburg.....	State Manual Training Normal School *.....	Coed.....	W. A. Brandenburg.
KENTUCKY.			
Bowling Green.....	Western Kentucky State Normal School.....	Coed.....	H. H. Cherry.
Frankfort.....	State Normal and Industrial Institute for Colored Persons.....	Coed.....	Green P. Russell.
Louisville.....	Louisville Normal School *.....	Coed.....	Elizabeth Breckinridge.
Richmond.....	Eastern Kentucky State Normal School.....	Coed.....	T. J. Coates.
LOUISIANA.			
Natchitoches.....	Louisiana State Normal School.....	Coed.....	Victor L. Roy.
New Orleans.....	New Orleans Normal School *.....	Coed.....	Margaret C. Hanson.
MAINE.			
Castine.....	Eastern State Normal School.....	Coed.....	Albert F. Richardson.
Farmington.....	Farmington State Normal School.....	Coed.....	Wilbert G. Mallett.
Fort Kent.....	Madawaska Training School.....	Coed.....	Mary P. Nowland.
Gorham.....	Western State Normal School.....	Coed.....	Walter E. Russell.
Lewiston.....	Lewiston Normal Training School.....	Coed.....	Adelaide V. Finch.
Machias.....	Washington State Normal School.....	Coed.....	William L. Powers.
Presque Isle.....	Aroostook State Normal School.....	Coed.....	San Lorenzo Merriman.
MARYLAND.			
Baltimore.....	Baltimore Teachers Training School.....	Coed.....	Norman W. Cameron.
Do.....	Colored Training School.....	Coed.....	Joseph H. Lockerman.
Bowie.....	Maryland State Normal and Industrial School (colored).....	Coed.....	D. S. S. Goodloe.
Frostburg.....	Maryland State Normal School.....	Coed.....	C. L. Staples.
Towson.....	do.....	Coed.....	Henry S. West.
MASSACHUSETTS.			
Boston.....	Boston Normal School *.....	Coed.....	Wallace C. Boyden.
Do.....	Massachusetts Normal Art School.....	Coed.....	James F. Hopkins.
Bridgewater.....	State Normal School *.....	Coed.....	Arthur C. Boyden.
Fitchburg.....	do.*.....	Coed.....	John G. Thompson.
Framingham.....	do.....	Coed.....	James Chalmers.
Hyannis.....	do.....	Coed.....	Wm. A. Baldwin.
Lowell.....	do.....	Coed.....	John J. Mahoney.
North Adams.....	do.....	Coed.....	Frank F. Murdock.
Salem.....	do.....	Coed.....	Joseph Asbury Pitman.
Westfield.....	do.....	Coed.....	Clarence A. Brodeur.
Worcester.....	do.*.....	Coed.....	Wm. B. Aspinwall.
MICHIGAN.			
Detroit.....	Wales C. Martindale Normal Training School*.....	Coed.....	John F. Thomas.
Kalamazoo.....	Western State Normal School *.....	Coed.....	Dwight B. Waldo.
Marquette.....	Northern State Normal School *.....	Coed.....	James H. Kaye.
Mount Pleasant.....	Central State Normal School *.....	Coed.....	Charles T. Grawn.
Ypsilanti.....	Michigan State Normal College *.....	Coed.....	Charles McKenny.
MINNESOTA.			
Duluth.....	State Normal School *.....	Coed.....	Eugene W. Bohannon.
Mankato.....	do.*.....	Coed.....	Chas. H. Cooper.
Moorhead.....	do.*.....	Coed.....	Frank A. Weld.
St. Cloud.....	do.....	Coed.....	Joseph C. Brown.
Winona.....	State Normal School *.....	Coed.....	Guy F. Maxwell.

XIV.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Continued.

1.—PUBLIC NORMAL SCHOOLS—Continued.

Location.	Name of institution.	For men, for wo- men, or coeduca- tional.	Principal.
MISSISSIPPI.			
Hattiesburg.....	Mississippi Normal College.....	Coed....	Joe Cook.
MISSOURI.			
Cape Girardeau.....	State Normal School.....	Coed....	W. S. Dearmont.
Jefferson City.....	Lincoln Institute (colored).....	Coed....	Benjamin F. Allen.
Kirkville.....	State Normal School.....	Coed....	John R. Kirk.
Maryville.....	do.*.....	Coed....	Ira Richardson.
St. Louis.....	Harris Teachers College*.....	Women....	E. George Payne.
Springfield.....	State Normal School.....	Coed....	Wm. T. Carrington.
Warrensburg.....	do.*.....	Coed....	Eldo L. Hendricks.
MONTANA.			
Dillon.....	Montana State Normal School.....	Coed....	Joseph E. Monroe.
NEBRASKA.			
Chadron.....	State Normal School.....	Coed....	Robert I. Elliott.
Kearney.....	do.*.....	Coed....	George S. Dick.
Peru.....	do.*.....	Coed....	D. W. Hayes.
Wayne.....	do.*.....	Coed....	U. S. Conn.
NEW HAMPSHIRE.			
Keene.....	State Normal School.....	Coed....	Wallace E. Mason.
Plymouth.....	do.....	Coed....	Ernest L. Silver.
NEW JERSEY.			
Jersey City.....	Teachers' Training School.....	Coed....	Joseph H. Brensinger.
Montclair.....	New Jersey State Normal School*.....	Coed....	Chas. B. Chapin.
Newark.....	do.*.....	Coed....	W. S. Willis.
Paterson.....	Paterson Normal Training School.....	Coed....	Frank W. Smith.
Trenton.....	New Jersey State Normal School*.....	Coed....	James M. Green.
NEW MEXICO.			
El Rito.....	Spanish-American Normal School.....	Coed....	Roscoe R. Hill.
East Las Vegas.....	New Mexico Normal University.....	Coed....	Frank H. H. Roberts.
Silver City.....	New Mexico Normal School.....	Coed....	E. L. Enloe.
NEW YORK.			
Albany.....	Teachers' Training School*.....	Coed....	Thomas S. O'Brien.
Brockport.....	State Normal and Training School.....	Coed....	Alfred C. Thompson.
Brooklyn.....	Training School for Teachers*.....	Coed....	Emma L. Johnston.
Buffalo.....	State Normal School*.....	Coed....	Daniel Upton.
Cohoes.....	Cohoes Training School.....	Coed....	Harriet L. Knapp.
Cortland.....	State Normal and Training School*.....	Coed....	Harry De W. De Groat.
Fredonia.....	do.*.....	Coed....	Myron T. Dana.
Geneseo.....	Geneseo State Normal School*.....	Coed....	James V. Sturges.
Jamaica.....	Training School for Teachers.....	Coed....	Archibald C. McLachlan.
New Paltz.....	State Normal School*.....	Coed....	John C. Bliss.
New York.....	New York Training School for Teachers*.....	Coed....	Hugo Newman.
Onondaga.....	State Normal School*.....	Coed....	Percy I. Bugbee.
Oswego.....	do.*.....	Coed....	James G. Riggs.
Plattsburg.....	State Normal School.....	Coed....	Geo. K. Hawkins.
Potdam.....	State Normal and Training School*.....	Coed....	Jeremiah M. Thompson.
Rochester.....	City Normal School*.....	Coed....	Edward J. Bonner.
Schenectady.....	Teachers' Training School.....	Coed....	Granville B. Jeffers.
Syracuse.....	Syracuse Training School for Teachers*.....	Coed....	J. Edward Banta.
Watertown.....	Watertown Training School.....	Coed....	Ella Marie Walratt.
Yonkers.....	Yonkers Training School for Teachers.....	Coed....	Eleanor M. Taylor.
NORTH CAROLINA.			
Cullowhee.....	Cullowhee Normal and Industrial School.....	Coed....	A. C. Reynolds.
Elizabeth City.....	State Colored Normal School.....	Coed....	P. W. Moore.
Fayetteville.....	do.....	Coed....	E. E. Smith.
Greenville.....	East Carolina Teachers' Training School.....	Coed....	Robt. H. Wright.
Greensboro.....	State Normal and Industrial College.....	Women....	Julius I. Foust.
Pembroke.....	Indian Normal College.....	Coed....	H. A. Neal.
Winston-Salem.....	Slater Industrial and State Normal School (colored).....	Coed....	S. G. Atkins.

XIV.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Continued.

1.—PUBLIC NORMAL SCHOOLS—Continued.

Location.	Name of institution.	For men, for women, or coeduca- tional.	Principal.
NORTH DAKOTA.			
Ellendale.....	State Normal and Industrial School.....	Coed.....	Ryland M. Black.
Mayville.....	State Normal School.....	Coed.....	Thos. A. Hillier.
Minot.....	do.....	Coed.....	A. G. Steele, acting.
Valley City.....	do.*.....	Coed.....	Geo. A. McFarland.
OHIO.			
Akron.....	Perkins Normal School.....	Coed.....	James C. Bay.
Athens.....	State Normal College.....	Coed.....	John J. Richeson.
Bowling Green.....	do.....	Coed.....	Homer B. Williams.
Cleveland.....	Cleveland Normal Training School.....	Coed.....	R. W. Himelick.
Columbus.....	Columbus Normal School.....	Coed.....	Margaret W. Sutherland.
Dayton.....	Dayton Normal School.....	Coed.....	Grace A. Greene.
Kent.....	State Normal College*.....	Coed.....	John E. McGilvrey.
Oxford.....	Teachers College.....	Coed.....	Harvey C. Minnich.
OKLAHOMA.			
Ada.....	East Central State Normal School.....	Coed.....	J. M. Gordon.
Alva.....	Northwestern State Normal School.....	Coed.....	A. S. Faulkner.
Durant.....	Southeastern State Normal School.....	Coed.....	T. D. Brooks.
Edmond.....	Central State Normal School.....	Coed.....	J. W. Graves.
Langston.....	Colored Agricultural and Normal University.....	Coed.....	John M. Marquess.
Tahlequah.....	Northeastern State Normal School.....	Coed.....	G. W. Gable.
Weatherford.....	Southwestern State Normal School.....	Coed.....	James B. Eskridge.
OREGON.			
Monmouth.....	State Normal School.....	Coed.....	John H. Ackerman.
PENNSYLVANIA.			
Bloomsburg.....	State Normal School.....	Coed.....	D. J. Waller, Jr.
California.....	Southwestern State Normal School.....	Coed.....	Walter S. Hertzog.
Clarion.....	State Normal School.....	Coed.....	Amos P. Reese.
East Stroudsburg.....	do.....	Coed.....	E. L. Kemp.
Edinboro.....	State Normal School.....	Coed.....	Frank B. Baker.
Erie.....	Erie Normal Training School.....	Coed.....	Celestia J. Hershey.
Harrisburg.....	Teachers' Training School.....	Coed.....	Anne U. Wert.
Indiana.....	State Normal School.....	Coed.....	John A. H. Keith.
Kutztown.....	Keystone State Normal School.....	Coed.....	A. C. Rothenmel.
Lock Haven.....	Central State Normal School*.....	Coed.....	Charles Loss.
Mansfield.....	State Normal School.....	Coed.....	Wm. R. Stranghn.
Millersville.....	do.....	Coed.....	F. Munroe Harbold.
Philadelphia.....	Philadelphia Normal School for Girls*.....	Women.....	J. Eugene Baker.
Do.....	Philadelphia School of Pedagogy.....	Men.....	Francis B. Brandt.
Shippensburg.....	Cumberland Valley State Normal School.....	Coed.....	Ezra Lehman.
Slippery Rock.....	State Normal School.....	Coed.....	J. Linwood Eisenberg.
West Chester.....	do.....	Coed.....	George M. Phillips.
RHODE ISLAND.			
Providence.....	Rhode Island State Normal School*.....	Coed.....	John L. Alger.
SOUTH CAROLINA.			
Orangeburg.....	Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina.....	Coed.....	Robert S. Wilkinson.
Rockhill.....	Winthrop Normal and Industrial College*.....	Women.....	David B. Johnson.
SOUTH DAKOTA.			
Aberdeen.....	Northern Normal and Industrial School.....	Coed.....	Willis E. Johnson.
Madison.....	State Normal School*.....	Coed.....	John W. Heston.
Spearfish.....	do.....	Coed.....	Fayette L. Cook.
Springfield.....	do.....	Coed.....	Gustav G. Wenslafl.
TENNESSEE.			
Johnson City.....	East Tennessee State Normal School.....	Coed.....	Sidney G. Gilbreath.
Memphis.....	West Tennessee State Normal School.....	Coed.....	John W. Brister.
Murfreesboro.....	Middle Tennessee State Normal School.....	Coed.....	R. L. Jones.
Nashville.....	State Agricultural and Industrial Normal School for Negroes.....	Coed.....	William J. Hale.

XIV.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Continued

1.—PUBLIC NORMAL SCHOOLS—Continued.

Location.	Name of institution.	For men, for women, or coeducational.	Principal.
TEXAS.			
Canyon.....	West Texas State Normal College.....	Coed....	R. B. Cousins.
Denton.....	North Texas State Normal College.....	Coed....	W. H. Bruce.
Huntsville.....	Sam Houston State Normal Institute.....	Coed....	H. F. Estill.
Prairie View.....	Prairie View State Normal and Industrial College (colored).	Coed....	I. M. Terrell.
San Marcos.....	Southwest Texas State Normal School..	Coed....	C. E. Evans.
VERMONT.			
Castleton.....	State Normal School.....	Coed....	Charles A. Adams.
Johnson.....	.....do.....	Coed....	Bessie B. Goodrich.
VIRGINIA.			
East Radford.....	State Normal School for Women.....	Women..	John P. McConnell.
Farmville.....	.....do.*.....	Women..	Joseph L. Jarman.
Fredericksburg.....	State Normal and Industrial School for Women.	Women..	E. H. Russell.
Hampton.....	Hampton Normal and Agricultural Institute (colored).	Coed....	
Harrisonburg.....	State Normal and Industrial School for Women.*	Women..	Julian A. Burruss.
Petersburg.....	Virginia Normal and Industrial Institute (colored).	Coed....	John M. Gandy.
WASHINGTON.			
Bellingham.....	State Normal School.....	Coed....	George W. Nash.
Cheney.....	.....do.....	Coed....	Noah D. Showalter.
Ellensburg.....	.....do.*.....	Coed....	George H. Black.
WEST VIRGINIA.			
Athens.....	Concord State Normal School.....	Coed....	L. B. Hill.
Fairmont.....	State Normal School.....	Coed....	Joseph Rosier.
Glenville.....	.....do.....	Coed....	E. G. Rohrbough.
Huntington.....	Marshall College, State Normal School..	Coed....	O. I. Woodley.
Institute.....	West Virginia Collegiate Institute (colored).	Coed....	Byrd Prillerman.
Shepherdstown.....	Shepherd College, State Normal School..	Coed....	Thomas C. Miller.
West Liberty.....	State Normal School.....	Coed....	John C. Shaw.
WISCONSIN.			
Algoma.....	Door-Kewaunee County Training School..	Coed....	J. A. Eichinger.
Alma.....	Buffalo County Training School.....	Coed....	H. H. Liebenberg.
Antigo.....	Langlade County Training School.....	Coed....	W. E. Switzer.
Berlin.....	Green Lake County Training School.....	Coed....	C. D. Lamberton.
Columbus.....	Columbia County Training School.....	Coed....	M. C. Palmer.
Eau Claire.....	Eau Claire County Training School.....	Coed....	F. E. Jaastad.
Do.....	State Normal School.....	Coed....	Harvey A. Schofield.
Gays Mills.....	Crawford County Training School.....	Coed....	B. W. Wernink.
Grand Rapids.....	Wood County Training School.....	Coed....	M. H. Jackson.
Janesville.....	Rock County Training School.....	Coed....	Frank J. Lowth.
La Crosse.....	State Normal School.....	Coed....	Fassett A. Cotton.
Ladysmith.....	Rusk County Training School.....	Coed....	B. Mack Dresden.
Manitowoc.....	Manitowoc County Training School.....	Coed....	Fred Christiansen.
Marinette.....	Marinette County Training School.....	Coed....	A. M. Olson.
Medford.....	Taylor County Training School.....	Coed....	J. H. Wheelock.
Menomonie.....	Dunn County Training School.....	Coed....	G. L. Bowman.
Do.....	Stout Institute.....	Coed....	L. D. Harvey.
Merrill.....	Lincoln County Training School.....	Coed....	E. W. McCrary.
Milwaukee.....	State Normal School*.....	Coed....	Carroll G. Pease.
Monroe.....	Green County Training School.....	Coed....	C. H. Deitz.
New London.....	Waupesa County Training School.....	Coed....	C. B. Stanley.
Oshkosh.....	State Normal School.....	Coed....	H. A. Brown.
Phillips.....	Price County Training School.....	Coed....	George B. Ray.
Platteville.....	State Normal School.....	Coed....	Asa M. Royce.
Reedsburg.....	Sauk County Training School.....	Coed....	W. E. Smith.
Rhineland.....	Oneida County Training School.....	Coed....	W. N. Mackin.
Rice Lake.....	Barren County Training School.....	Coed....	G. E. Pratt.
Richland Center.....	Richland County Training School.....	Coed....	L. C. Johnson.
River Falls.....	State Normal School.....	Coed....	Jesse H. Ames.
St. Croix Falls.....	Polk County Training School.....	Coed....	C. W. Monty.
South Kaukauna.....	Outagamie County Training School.....	Coed....	John E. Hale.

XIV.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Continued.

1.—PUBLIC NORMAL SCHOOLS—Continued.

Location.	Name of institution.	For men, for women, or coeducational.	Principal.
Stevens Point.....	State Normal School.....	Coed.....	John F. Stms.
Superior.....	State Normal School *.....	Coed.....	V. E. McCaskill.
Viroqua.....	Vernon County Training School.....	Coed.....	A. E. Smith.
Wausau.....	Marathon County Training School.....	Coed.....	O. E. Walls.
Wautoma.....	Waushara County Training School.....	Coed.....	G. E. Daise.
Whitewater.....	State Normal School.....	Coed.....	Albert H. Yoder.

2.—PRIVATE NORMAL SCHOOLS.

Pea Ridge, Ark.....	Pea Ridge Masonic College.....	Coed.....	A. Carnahan.
Denver, Colo.....	Denver Normal and Preparatory School.....	Coed.....	Frank C. Spencer.
New Haven, Conn.....	New Haven Normal School of Gymnastics.....	Coed.....	Ernest H. Arnold.
Chicago, Ill.....	American College of Physical Education.....	Coed.....	Morey A. Wood.
Do.....	Chicago Normal School of Physical Education.....	Women.....	Laura O. Parsons.
Do.....	Technical Normal School of Chicago.....	Coed.....	L. Mary Sherwood.
Oak Park, Ill.....	Concordia Teachers College.....	Coed.....	W. C. Kohn.
Angola, Ind.....	Tri-State College.....	Coed.....	Littleton M. Sniff.
Danville, Ind.....	Central Normal College.....	Coed.....	J. W. Laird.
Indianapolis, Ind.....	Teachers College of Indianapolis.....	Women.....	Mrs. Eliza A. Blaker.
Do.....	Normal College of the North American Gymnasium Union.....	Coed.....	Emil Rath.
Marion, Ind.....	Marion Normal Institute.....	Coed.....	A. Jones.
Muncie, Ind.....	Muncie National Institute.....	Coed.....	M. D. Kelly.
Bloomfield, Iowa.....	Southern Iowa Normal School.....	Coed.....	Harry W. Christy.
Lexington, Ky.....	Chandler Normal School (colored).....	Coed.....	Frederick J. Warkling.
London, Ky.....	Kentucky Normal College.....	Coed.....	Walter M. Byington.
Boston, Mass.....	American School for Physical Education.....	Women.....	Mary R. Mulliner.
Do.....	Fosse Normal School of Gymnastics.....	Coed.....	Hartvig Nissen.
Do.....	Sloyd Training School.....	Coed.....	Gustaf Larson.
Cambridge, Mass.....	Sargent School for Physical Education.....	Women.....	Dudley A. Sargeant.
Battle Creek, Mich.....	Normal School of Physical Education.....	Coed.....	Frank J. Born.
Detroit, Mich.....	Thomas Normal Training School.....	Coed.....	Andrew T. Smith.
Madison, Minn.....	Lutheran Normal School.....	Coed.....	K. Lokengard.
New Ulm, Minn.....	Dr. Martin Luther College.....	Coed.....	A. Ackerman.
Fremont, Nebr.....	Fremont College.....	Coed.....	W. H. Clemmons.
Santee, Nebr.....	Santee Normal Training School (Indian).....	Coed.....	Frederick B. Riggs.
Newark, N. J.....	Newark Normal School for Physical Education and Hygiene.....	Coed.....	Randall D. Warden.
Raleigh, N. C.....	St. Augustine's School (colored).....	Coed.....	Edgar H. Goold.
Woodville, Ohio.....	Woodville Lutheran Normal School.....	Coed.....	K. Hemminghaus.
Cheyney, Pa.....	Cheyney Training School (colored).....	Coed.....	Ernest B. Dunlap.
Philadelphia, Pa.....	Gratz College (Hebrew Normal).....	Coed.....	Henry N. Speaker.
Charleston, S. C.....	Avery Normal Institute (colored).....	Coed.....	B. F. Cox.
Sioux Falls, S. Dak.....	Lutheran Normal School.....	Coed.....	Z. J. Ordal.
Memphis, Tenn.....	Le Moyne Normal Institute (colored).....	Coed.....	Edgar Clippinger.
Morristown, Tenn.....	Morristown Normal and Industrial College (colored).....	Coed.....	Judson S. Hill.
Commerce, Tex.....	East Texas Normal College.....	Coed.....	R. B. Binnlon.
Harpers Ferry, W. Va.....	Storer College (colored).....	Coed.....	Henry T. McDonald.
Smoot, W. Va.....	Greenbrier Normal School.....	Coed.....	L. O. Haynes.
Milwaukee, Wis.....	National German-American Teachers' Seminary.....	Coed.....	Max Griebesch.
St. Francis, Wis.....	Catholic Normal School.....	Men.....	Joseph F. Barblian.

3.—KINDERGARTEN TRAINING SCHOOLS.

(For kindergarten departments in normal schools see names of institutions starred (*) in list 1.)

Location.	Name of institution.	Principal.
Birmingham, Ala.....	Kindergarten Department, Training School for Teachers.....	Agnes M. Wilson.
Mobile, Ala.....	Mobile Kindergarten Training School.....	A. Elizabeth Johnston.
Berkeley, Cal.....	Barnard Kindergarten Training School.....	Grace Everett Barnard.
Los Angeles, Cal.....	Miss Fulmer's School.....	Grace Fulmer.
Pasadena, Cal.....	Broad Oaks Kindergarten Training School.....	Ada Mae Brooks.
Greeley, Colo.....	Kindergarten Department, the State Teachers College.....	Mildred Julian.

XIV.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Continued.

3.—KINDERGARTEN TRAINING SCHOOLS—Continued.

Location.	Name of institution.	Principal.
Bridgeport, Conn.....	Froebel Normal Kindergarten-Primary Training School.	Mary C. Mills.
Do.....	The Fannie A. Smith Froebel Kindergarten Training School.	Fannie A. Smith.
Hartford, Conn.....	Culver-Smith Kindergarten Training School....	Elizabeth Beaman.
Wilmington, Del.....	Miss Beaman's Training School for Kindergartners.	Misses Lippincott and Baker.
Washington, D. C.....	Columbia Kindergarten Training School.....	Martha MacLear.
Do.....	Kindergarten Department, Howard University (colored).	Sue Northey.
Do.....	Kindergarten Department, Lucy Webb Hayes Training School.	Mabel Wheeler.
Tallahassee, Fla.....	Kindergarten Department, State College for Women.	Willette A. Allen.
Atlanta, Ga.....	Atlanta Kindergarten Normal and Elementary School.	Gertrude H. Ware.
Do.....	Kindergarten Department, Atlanta University (colored).	Edwina Wood.
Columbus, Ga.....	Free Kindergarten Association Training School.	Charlotte A. Wing.
La Grange, Ga.....	Kindergarten Department, Training School at La Grange Settlement.	Hortense M. Orcutt.
Savannah, Ga.....	Kate Baldwin Free Kindergarten Association Training School.	Frances Lawrence.
Honolulu, Hawaii.....	Honolulu Free Kindergarten Training School...	Mrs. Mary B. Page.
Chicago, Ill.....	Chicago Kindergarten Institute.	Alice Temple.
Do.....	Kindergarten Department, School of Education, Chicago University.	Eva B. Whitmore.
Do.....	Kindergarten Collegiate Institute of Chicago.	Elizabeth Harrison.
Do.....	National Kindergarten and Elementary College.	Mrs. B. E. Hegner.
Indianapolis, Ind.....	Festloszi-Froebel Kindergarten Training School	Mrs. Eliza A. Blaker.
South Bend, Ind.....	The Teachers' College of Indianapolis.....	Mrs. Alma O. Ware.
Valparaiso, Ind.....	The South Bend Training School.	Mrs. Mary A. Hemstock.
Cedar Falls, Iowa.....	Kindergarten Department, Valparaiso University	Corinne Brown.
Des Moines, Iowa.....	Kindergarten Department, Iowa State Teachers College.	Bessie M. Park.
Holton, Kans.....	Kindergarten Department, Drake University...	Elizabeth Silkman.
Baltimore, Md.....	Kindergarten Department, Campbell University	Stella A. McCarty.
Do.....	Affordby Kindergarten Normal School.	Annie C. Rust.
Boston, Mass.....	Kindergarten Department, Goucher College.	Harriet Niel.
Do.....	Froebel School of Kindergarten Normal Classes.	Mrs. Annie M. Perry.
Do.....	Miss Niel's Training School for Kindergartners.	Lucy Wheelock.
Do.....	The Perry Kindergarten Normal School.	Laura Fisher.
Do.....	Miss Wheelock's Kindergarten Training School.	Mrs. Edith L. Wolfard.
Do.....	Susan E. Blow Training School for Kindergartners.	Mrs. E. Graeme Graves.
Cambridge, Mass.....	Leslie Normal School.	Hattie Twitchell.
North Adams, Mass.....	Kindergarten Department, Mark Hopkins School	Caroleen Robinson.
Springfield, Mass.....	Springfield Kindergarten Training School.	S. Mary Holdridge.
Alma, Mich.....	Kindergarten Department, Alma College.	Clara Wheeler.
Big Rapids, Mich.....	Kindergarten Department, Ferris Institute.	Marjorie Kinnan.
Grand Rapids, Mich.....	Grand Rapids Kindergarten Training School....	Stella L. Wood.
Muskegon, Mich.....	Kindergarten Department, City Normal Training School.	Elizabeth Moss.
Minneapolis, Minn.....	Minneapolis Kindergarten Association, Normal School.	Mabel A. Wilson.
Kansas City, Mo.....	Froebel Kindergarten Training School.	Eva Mixer.
St. Louis, Mo.....	Kindergarten Training School, 5148 Westminster Place.	Mrs. Orietta S. Chittenden.
Fremont, Nebr.....	Kindergarten Department, Fremont College....	Lillian Beach.
Omaha, Nebr.....	Kindergarten Department, Omaha Teachers Training School.	Cora Webb Peet.
University Place, Nebr.....	Kindergarten Department, Nebraska Wesleyan University.	Ella C. Elder.
East Orange, N. J.....	Miss Cora Webb Peet's Kindergarten Normal Training School.	Amy Quackenbush.
Trenton, N. J.....	Kindergarten Department, Carroll Robbins Training School.	Anna E. Harvey.
Buffalo, N. Y.....	Training School of Buffalo Kindergarten Association.	Jessica E. Beers.
Herkimer, N. Y.....	Kindergarten Department, Foits Mission Institute.	Mrs. Marion B. B. Langzettell
New York (Brooklyn).....	Kindergarten Department, Adelphi Normal School for Kindergartners.	Jenny Hunter.
New York, N. Y.....	Kindergarten Normal Department, Ethical Culture School.	Harriette M. Mills.
Do.....	Training School of the Froebel League.....	Laura Fisher.
Do.....	Jenny Hunter Kindergarten Training School....	
Do.....	Harriette M. Mills Kindergarten Training School.	
Do.....	New York Kindergarten Association Training School.	

XIV.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Continued.

3.—KINDERGARTEN TRAINING SCHOOLS—Continued.

Location.	Name of institution.	Principal.
New York, N. Y.....	Kindergarten Department, Hunter College of the City of New York.	Marie Bell Coles.
Do.....	Kindergarten Department, Teachers College, Columbia University.	Patty Smith Hill.
Athens, Ohio.....	Kindergarten Department, Ohio University.....	Constance T. McLeod.
Cincinnati, Ohio.....	Cincinnati Kindergarten Association Training School.	Lillian H. Stone.
Do.....	Kindergarten Department, Cincinnati Missionary Training School.	Lottie M. Sinnott.
Cleveland, Ohio.....	Cleveland Kindergarten Training School.....	Netta Faris.
Columbus, Ohio.....	Kindergarten Normal Training School.....	Elizabeth N. Samuel.
Oberlin, Ohio.....	Oberlin Kindergarten Training School.....	Clara May.
Toledo, Ohio.....	Law Froebel Kindergarten Training School.....	Mary E. Law.
Portland, Oreg.....	Department of Kindergarten Training, St. Helen's Hall.	Minnie M. Glidden.
Harrisburg, Pa.....	Froebel Kindergarten Training School.....	Evelyn Berrington.
Philadelphia, Pa.....	Froebelian School for Women.....	Emily D. Wright.
Do.....	Miss Hart's Training School.....	C. M. C. Hart.
Do.....	Kindergarten Department, Temple University.....	Lucinda P. MacKenzie.
Pittsburgh, Pa.....	Kindergarten Department, Training School for Teachers, Colfax School No. 1.	Alice Parker.
Do.....	School of Childhood, University of Pittsburgh.....	Meredith Smith.
Greenville, S. C.....	Kindergarten Department, Greenville Female College.	Kitty T. Perrin.
Dallas, Tex.....	Dallas Free Kindergarten Training School and Industrial Association.	Mary K. Drew.
Denton, Tex.....	Kindergarten Department, College of Industrial Arts.....	Mabel Osgood.
Fort Worth, Tex.....	Fort Worth Kindergarten Training School.....	Sarah W. Crawford.
San Antonio, Tex.....	San Antonio Kindergarten Training School.....	
Provo, Utah.....	Kindergarten Department, Brigham Young University.	Ida S. Dusenberry.
Salt Lake City, Utah.....	Kindergarten Department, University of Utah.....	Rose Jones.
Norfolk, Va.....	Kindergarten Association Training School.....	Lillian Wadsworth.
Richmond, Va.....	Richmond Training School for Kindergartners.....	Lucy S. Coleman.

XV.—VOCATIONAL EDUCATION.

1. STATE OFFICIALS IN CHARGE OF VOCATIONAL EDUCATION.

States.	Division designation.	Staff.	Official position.	Appointed.
California.....	Division of vocational education, State department of public instruction, Sacramento.	Edwin R. Snyder...	Commissioner for vocational education.	Jan. 1, 1914
Connecticut.....	State board of education, Hartford.	Frederick J. Trinder.	State supervisor of trade education.	Jan. 6, 1914
Georgia.....	State board for vocational education, Atlanta.	Dr. J. S. Stewart....	Inspector of vocational schools.	Sept. 22, 1917
Hawaii.....	Department of public instruction, Honolulu.	Ken C. Bryan.....	Vocational supervisor for Oahu.	Sept. 1, 1914
		F. A. Clowes.....	Vocational supervisor for Hawaii.	Sept. 1, 1917
		E. Allen Creevey...	Vocational supervisor for Kauai.	Sept. 1, 1915
		R. C. Bowman.....	Vocational supervisor for Maui.	Sept. 1, 1914
Indiana.....	State board of education, Indianapolis.	J. G. Collicott.....	Deputy State superintendent for vocational education.	Mar. 15, 1917
Iowa.....	State board for vocational education, Des Moines.	John L. Cherny.....	State director for vocational education.	Aug. 1, 1917
Louisiana.....	State board of education, Baton Rouge.	P. L. Guilbeau.....	State supervisor of agricultural education.	Sept., 1914
		Miss C. C. Helbing..	State supervisor of home economics.	Sept., 1917
Maine.....	State board for vocational education, Augusta.	Augustus O. Thomas	Chairman and State director for vocational education.	July 1, 1917
		P. H. Smiley.....	State supervisor of trades and industries.	Do.
		Miss Marion C. Rick- er.	State supervisor of home economics.	Do.
Maryland.....	State department of public instruction, Annapolis.	J. E. Metzger.....	State supervisor of agricultural high schools.	Oct. 11, 1917
		W. J. Holloway.....	State supervisor of rural schools.	Do.
Massachusetts...	Department of vocational education, State board of education, Boston.	Robert O. Small....	Deputy commissioner for vocational education.	Aug. 1, 1913
		Charles R. Allen....	Agent, industrial education.	Mar. 1, 1911
		Rufus W. Stimson..	Agent, agricultural education.	Aug. 1, 1911
		Chester L. Pepper...	Assistant agent for vocational education.	Aug. 1, 1914
		Miss Louisa I. Pryor.	Agent for girls' home-making and trade schools.	Feb. 12, 1917
		Miss Caroline E. Nourse.	Assistant agent in charge of evening practical arts work.	Oct. 1, 1917
Mississippi.....	State board for vocational education, Jackson.	F. J. Hubbard.....	Director of secondary agricultural education.	July 1, 1917
New Hampshire	State board for vocational education, Concord.	Geo. H. Whitchee...	Deputy State superintendent for vocational education.	Aug., 1913
New Jersey.....	Division of industrial education, State department of public instruction, Trenton.	Lewis H. Carris ¹	Assistant commissioner of education.	Jan. 1, 1913
		Arthur K. Getman..	Assistant for agricultural education.	July 1, 1917
New Mexico....	Division of industrial education, State department of education, Santa Fe.	Mrs. Ruth C. Miller	State director of industrial education.	Jan. 1, 1917
New York.....	Division of agricultural and industrial education, State department of education, Albany.	Layton S. Hawkins ¹	Chief of division.....	May 16, 1917
		Royal B. Farnum...	Specialist in drawing and handwork.	Nov. 29, 1909
		Carl E. Ladd.....	Specialist in agricultural education.	July 16, 1917

¹ Absent on leave.

XV.—VOCATIONAL EDUCATION—Continued.

1. STATE OFFICIALS IN CHARGE OF VOCATIONAL TRAINING—Continued.

States.	Division designation.	Staff.	Official position.	Appointed.
New York.....	Division of agricultural and industrial education, State department of education, Albany.	L. A. Wilson.....	Specialist in vocational schools.	Oct. 1, 1913
		Mrs. Anna C. H. Talbot.	Specialist in vocational education for girls.	Oct. 1, 1914
		Arthur P. Williams.	Assistant in agricultural education.	July 16, 1917
North Carolina..	State board for vocational education, Raleigh.	T. E. Browne.....	State supervisor of agricultural subjects.	July 23, 1917
Pennsylvania....	Vocational division, State board of education, Harrisburg.	Millard B. King.....	Expert assistant for industrial education.	Dec. 6, 1911
		Lindley H. Dennis..	Expert assistant for agricultural education.	Do.
Porto Rico.....	Division of education, San Juan.	Frank S. Pugh.....	Supervisor of manual arts.	Sept., 1916
		Miss Grace J. Ferguson.	Supervisor of home economics.	Sept., 1913
		A. J. Sykes.....	Supervisor of agriculture.	Sept., 1915
South Carolina..	State board of education, Columbia.	Verd Peterson.....	State supervisor of agricultural instruction.	Sept., 1917
Texas.....	State board of education, Austin.	J. D. Blackwell.....	State director of vocational agriculture.	Sept. 1, 1917
West Virginia...	State board of regents, Charleston.	J. F. Marsh.....	Acting director of industrial courses.	Oct. 3, 1917
		C. H. Winkler.....	State director of vocational agricultural education and home economics.	Do.
Wisconsin.....	State board for vocational education, Madison.	Frank L. Glynn.....	Secretary, and director of vocational education.	Aug. 10, 1917

2. DIRECTORS OF TEACHER-TRAINING COURSES.¹

Location.	Institution.	Director.
ALABAMA.		
Auburn.....	Alabama Polytechnic Institute.....	M. T. Fullan.
Centerville.....	Centerville Industrial Institute.....	H. D. Davidson.
Jacksonville.....	State Normal School.....	A. L. Young.
Normal.....	Agricultural and Mechanical College for Negroes.....	L. A. Van Hoose.
Troy.....	State Normal School.....	V. P. McKinley.
Tuskegee.....	Normal and Industrial Institute (colored).....	R. R. Taylor.
ARIZONA.		
Flagstaff.....	State Normal School.....	E. E. Rosenberry.
Tempe.....	do.....	A. B. Clark.
Tucson.....	University of Arizona.....	W. W. Henley.
ARKANSAS.		
Fayetteville.....	University of Arkansas.....	Dean J. R. Jewell.
Do.....	do.....	W. N. Gladson.
Do.....	do.....	J. R. Grant.
CALIFORNIA.		
Arcata.....	Humboldt State Normal School.....	J. B. Corcoran.
Fresno.....	State Normal School.....	W. B. Givens.
Los Angeles.....	do.....	C. W. Kent.
San Jose.....	do.....	W. S. Marten.
Santa Barbara.....	State Normal School of Manual Arts and Home Economics.	Frank H. Ball.
Do.....	do.....	Charles Robinson.
Stanford University.....	Leland Stanford, Jr., University.....	E. P. Lesley.

¹ This table contains the names of persons reported by the institutions designated as "in charge of courses for the preparation of special teachers (men) or directors or supervisors" of the manual arts or for vocational schools.

XV.—VOCATIONAL EDUCATION—Continued.

2. DIRECTORS OF TEACHER-TRAINING COURSES—Continued.

Location.	Institution.	Director.
COLORADO.		
Fort Collins.....	State Agricultural College.....	J. W. Lawrence.
Gunnison.....	State Normal School.....	W. C. P. Meddins.
CONNECTICUT.		
Hartford.....	Hillyer Institute.....	H. F. Stuart.
DISTRICT OF COLUMBIA.		
Washington.....	Howard University (colored).....	H. D. Hatfield.
Do.....	U. S. Shipping Board.....	Egbert C. MacNary.
GEORGIA.		
Atlanta.....	Atlanta University (colored).....	Geo. K. Howe.
Mount Berry.....	The Berry School (for boys).....	Martha Berry.
IDAHO.		
Albion.....	State Normal School.....	E. A. Ball.
ILLINOIS.		
Charleston.....	State Normal School.....	A. G. Pippitt.
Chicago.....	Lewis Institute (Madison and Robey Sts.).....	C. E. Hoyt.
Do.....	do.....	G. A. Ross.
Do.....	University of Chicago.....	E. T. Filbey.
Do.....	Chicago Normal College.....	O. L. McMurry.
Do.....	F. W. Parker School.....	L. W. Wahlstrom.
Do.....	Chicago Technical College.....	Charles W. Morey.
Decatur.....	James Millikin University.....	L. M. Cole.
De Kalb.....	State Normal School.....	S. J. Vaughn.
Macomb.....	do.....	E. A. Franquemont.
Mooseheart.....	Vocational and Industrial Institute.....	J. A. Rondthaler.
Normal.....	State Normal University.....	A. C. Newell.
Peoria.....	Bradley Polytechnic Institute.....	C. A. Bennett.
Do.....	do.....	A. F. Siepert.
INDIANA.		
Bloomington.....	Indiana University.....	R. J. Leonard.
Do.....	do.....	Edwin A. Lee.
Danville.....	Central Normal College.....	C. E. Miller.
La Fayette.....	Purdue University.....	R. B. Trueblood.
Marion.....	Marion Normal Institute.....	J. L. Massena.
Princeton.....	Princeton Normal and Industrial University (colored).....	H. F. Smith.
Terre Haute.....	Indiana State Normal School.....	M. L. Laubach.
Valparaiso.....	Valparaiso University.....	H. F. Black.
IOWA.		
Cedar Falls.....	State Teachers College.....	C. H. Bailey.
Des Moines.....	Des Moines College.....	Thomas McMillan.
Iowa City.....	State University of Iowa (Department of Manual Arts).....	B. E. Wilcox.
Shenandoah.....	Western Normal College.....	F. G. Baker.
KANSAS.		
Emporia.....	State Normal College.....	H. H. Braucher.
Hayes.....	Fort Hays Kansas Normal School.....	.....
Lawrence.....	University of Kansas.....	.....
Pittsburg.....	State Manual Training Normal School.....	H. C. Givens.
KENTUCKY.		
Berea.....	Berea College.....	A. E. Gladding.
Do.....	do.....	A. N. May.
Lincoln Ridge.....	Lincoln Institute of Kentucky.....	A. Eugene Thompson.
Richmond.....	State Normal College.....	B. H. Barnard.
LOUISIANA.		
Baton Rouge.....	Louisiana State University and Agricultural and Mechanical College.....	A. M. Hargett.
Natchitoches.....	State Normal School.....	A. M. Hopper.

XV.—VOCATIONAL EDUCATION—Continued.

2. DIRECTORS OF TEACHER-TRAINING COURSES—Continued.

Location.	Institution.	Director.
MASSACHUSETTS.		
Boston.....	Massachusetts Normal Art School.....	J. F. Hopkins.
Do.....	Franklin Union.....	W. B. Russell.
Cambridge.....	Harvard University.....	H. W. Holmes.
Fitchburg.....	State Normal School.....	W. B. Anthony.
MICHIGAN.		
Kalamazoo.....	State Normal School.....	G. S. Waite.
Mount Pleasant.....	do.....	O. W. Troutman.
MINNESOTA.		
Mankato.....	State Normal School.....	C. W. Coon.
Minneapolis.....	University of Minnesota.....	G. A. McGarvey.
Moorhead.....	State Normal School.....	J. W. Eck.
St. Cloud.....	do.....	L. A. Williams.
St. Paul.....	Macalester College.....	H. S. Alexander.
Do.....	University of Minnesota (College of Agriculture).....	Geo. M. Brace.
St. Peter.....	Gustavus Adolphus College.....	Harry Hedberg.
Winona.....	State Normal School.....	J. H. Sandt.
MISSISSIPPI.		
Greenville.....	Greenville Home Industrial Institute (colored).....	W. T. Burnside.
Shelby.....	Industrial Agricultural College for Negroes.....	H. B. Ellis.
MISSOURI.		
Cape Girardeau.....	State Normal School.....	Charles Lamb.
Columbia.....	University of Missouri.....	I. S. Griffith.
Jefferson City.....	Lincoln Institute (colored).....	J. W. Kinney.
Morrisville.....	Scarritt-Morrisville College.....	C. W. Miller.
St. Louis.....	Christian Brothers College.....	Hubert Lewis.
Warrensburg.....	State Normal School.....	August Ahrens.
MONTANA.		
Bozeman.....	State College of Agriculture.....	Alfred Livingston.
NEBRASKA.		
Kearney.....	State Normal School.....	C. H. Wellers.
Peru.....	do.....	F. C. Smith.
NEW HAMPSHIRE.		
Durham.....	New Hampshire College of Agriculture and Mechanic Arts.....	B. E. Chandler.
Keene.....	State Normal School.....	C. H. C. Dudley.
Plymouth.....	do.....	C. A. King.
NEW JERSEY.		
Trenton.....	State Normal School.....	C. A. Burt.
NEW MEXICO.		
East Las Vegas.....	State Normal University.....	C. D. Williams.
Silver City.....	State Normal School.....	W. G. Shumway.
NEW YORK.		
Albany.....	State Teachers College.....	H. B. Smith. ¹
Alfred.....	Alfred University.....	C. F. Blinn.
Do.....	do.....	L. B. Crandall.
Brookport.....	State Normal School.....	H. G. Salisbury.
Brooklyn.....	Pratt Institute.....	S. S. Edmands.
Buffalo.....	State Normal School.....	Daniel Upton.
Ithaca.....	Cornell University.....	G. A. Works.
New Paltz.....	State Normal School.....	A. A. Cain.
New York City.....	Teachers College (Columbia University).....	A. D. Dean.
Do.....	New York University.....	C. J. Pickett.
Do.....	Hunter College of the City of New York.....	M. C. W. Reid.
Do.....	Ethical Culture Schools.....	A. W. Richards.
Do.....	do.....	James McKinney. ¹
Oswego.....	State Normal School.....	J. C. Park.
Rochester.....	Mechanics Institute.....	James F. Barker.
Syracuse.....	Syracuse University.....	J. R. Street.

¹ Absent on leave.

XV.—VOCATIONAL EDUCATION—Continued.

2. DIRECTORS OF TEACHER-TRAINING COURSES—Continued.

Location.	Institution.	Director.
NORTH CAROLINA.		
Raleigh.....	Shaw University (colored).....	G. A. Edwards.
Do.....	St. Augustine's School.....	J. W. Holmes.
West Raleigh.....	North Carolina College of Agriculture and Mechanic Arts.	H. E. Satterfield.
NORTH DAKOTA.		
Ellendale.....	State Normal School.....	A. E. Dunphy.
Agricultural College.....	North Dakota Agricultural College.....	E. S. Keene.
University.....	University of North Dakota.....	V. E. Sayre.
Valley City.....	State Normal School.....	F. H. Selden.
OHIO.		
Athens.....	Ohio University.....	G. E. McLaughlin.
Bowling Green.....	State Normal College.....	L. L. Winslow.
Cleveland.....	City Normal School.....	W. E. Roberts.
Columbus.....	Ohio State University.....	E. L. Urry.
Dayton.....	St. John Normal School.....	George Deck.
Delaware.....	Ohio Wesleyan University.....	W. G. Hormell.
Kent.....	State Normal College.....	C. S. Van Deusen.
Oxford.....	Miami University.....	F. C. Whitcomb.
OKLAHOMA.		
Ada.....	State Normal School.....	E. E. Ericson.
Alva.....	do.....	C. A. Jenner.
Edmond.....	do.....	V. O. Wilson.
Norman.....	University of Oklahoma.....	E. L. Davis.
Stillwater.....	Oklahoma Agricultural and Mechanical College.....	E. J. Kunze.
Do.....	do.....	D. C. Mooring.
Tahlequah.....	State Normal School.....	A. M. Baumann.
Weatherford.....	do.....	F. H. McCrea.
OREGON.		
Corvallis.....	Oregon Agricultural College.....	F. H. Shepherd.
PENNSYLVANIA.		
Bloomsburg.....	State Normal School.....	C. A. Chrisman.
Edinboro.....	do.....	G. B. Frost.
Indiana.....	do.....	E. M. Jackson.
Lewisburg.....	Bucknell University.....	F. E. Burpee.
Mansfield.....	State Normal School.....	L. S. Green.
Philadelphia.....	Philadelphia Trades School.....	W. C. Ashe.
Do.....	Temple University.....	C. E. Karlson.
Pittsburgh.....	University of Pittsburgh.....	F. C. Claytor.
Do.....	Carnegie Institute of Technology.....	C. B. Connelley.
Reading.....	Normal Training School.....	W. E. Hackett.
State College.....	Pennsylvania State College.....	Hugo Diemer.
Williamson School.....	Williamson Trade School.....	E. E. Pratt.
PHILIPPINE ISLANDS.		
Manila.....	Philippine Public Schools.....	C. H. Magee.
PORTO RICO.		
Rio Piedras.....	Normal College.....	
RHODE ISLAND.		
Providence.....	State Normal School.....	A. L. Cotton.
SOUTH CAROLINA.		
Columbia.....	University of South Carolina.....	T. A. M. Cook.
Orangeburg.....	Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina.	M. F. Whittaker.
Do.....	do.....	R. S. Wilkinson.
Do.....	Clafin University (colored).....	W. W. Wilkins.
SOUTH DAKOTA.		
Aberdeen.....	State Normal School.....	H. P. Gerber.

XV.—VOCATIONAL EDUCATION—Continued.

2. DIRECTORS OF TEACHER-TRAINING COURSES—Continued.

Location.	Institution.	Director.
TENNESSEE.		
Johnson City.....	East Tennessee State Normal School.....	W. C. Wilson.
Knoxville.....	Knoxville College (colored).....	G. W. Hurd.
Memphis.....	West Tennessee State Normal School.....	C. H. Wilson.
Murfreesboro.....	Middle Tennessee State Normal School.....	Clark Woodward.
Nashville.....	State Agricultural and Industrial Normal School for Negroes.....	A. M. Meeks.
Do.....	do.....	F. B. Wilson.
Do.....	George Peabody College for Teachers.....	R. W. Selvidge.
TEXAS.		
Austin.....	University of Texas.....	R. A. Terrill.
Canyon City.....	State Normal College.....	S. A. Blackburn.
Denton.....	College of Industrial Arts.....	A. B. Mays.
Huntsville.....	Sam Houston Normal Institute.....	T. H. Brittain.
Prairie View.....	State Normal College.....	W. P. Terrell.
Do.....	do.....	J. R. Coxen.
San Marcos.....	State Normal School.....	
UTAH.		
Logan.....	State Agricultural College.....	F. S. Harris.
Salt Lake City.....	University of Utah.....	J. H. Tipton.
VERMONT.		
Burlington.....	University of Vermont.....	James Eaton.
VIRGINIA.		
Hampton.....	Hampton Institute.....	H. J. De Yarmett.
Do.....	do.....	J. H. Jinks.
Williamsburg.....	College of William and Mary.....	R. M. Crawford.
WASHINGTON.		
Bellingham.....	State Normal School.....	A. Gebaroff.
Cheney.....	do.....	F. E. Barr.
Ellensburg.....	do.....	H. J. Whitney.
Pullman.....	State College of Washington.....	F. O. Kneager.
Seattle.....	University of Washington.....	E. O. Eastwood.
Do.....	Public School Department.....	B. W. Johnson. ¹
WEST VIRGINIA.		
Athens.....	State Normal School.....	F. E. Linnell.
Harpers Ferry.....	Stour College (colored).....	W. B. Peregoy.
Huntington.....	Marshall College.....	E. E. Meyers.
WISCONSIN.		
Eau Claire.....	County Training School for Teachers.....	F. E. Jeasted.
Madison.....	University of Wisconsin.....	F. D. Crawshaw.
Menomonee.....	Stout Institute.....	G. F. Buxton.
Milwaukee.....	University of Wisconsin (Extension Div.).....	W. H. Henderson. ¹
Do.....	State Normal School.....	E. R. Tompkins.
Oshkosh.....	do.....	H. W. Schmidt.
Platteville.....	do.....	V. M. Russell.

3. DIRECTORS OF SCHOOLS IN WHICH TRADES ARE TAUGHT.²

ALABAMA.		
Tuskegee.....	Tuskegee Normal and Industrial Institute.....	Maj. R. R. Moton.
CALIFORNIA.		
Oakland.....	Polytechnic College of Engineering.....	H. C. Ingram.
San Francisco.....	Lick School of Mechanical Arts.....	George R. Merrill.
Do.....	Lux School of Industrial Training.....	Theresa M. Otto.
Do.....	Wilmerding School of Industrial Arts.....	George R. Merrill.
Do.....	Cogswell Polytechnical College.....	George R. Miller.

¹ Absent on leave.² In the above list are included schools offering one or more courses which prepare students for the mechanical trades and industries, by teaching the technic of the occupation in whole or in part, with the expectation that the training given in such course shall serve to shorten the usual period of learning or apprenticeship in the occupation.

XV.—VOCATIONAL EDUCATION—Continued.

3. DIRECTORS OF SCHOOLS IN WHICH TRADES ARE TAUGHT—Continued.

Location.	Institution.	Director.
COLORADO.		
Denver.....	Denver School of Trades.....	Wm. C. Borst.
CONNECTICUT.		
Bridgeport.....	State Trade Education Shop.....	James F. Johnson.
New Britain.....	State Trades School.....	E. D. Packard.
New Haven.....	Boardman Apprentice Shops.....	R. O. Beebe.
Putnam.....	State Trades School (boys).....	Thomas H. Trevithick.
Do.....	State Trades School (girls).....	Mary E. Robins.
GEORGIA.		
Brunswick.....	Selden Normal and Industrial Institute.....	Henry A. Bleach.
Columbus.....	Secondary Industrial School.....	R. B. Daniel.
Forsyth.....	Normal and Industrial School.....	W. M. Hubbard.
ILLINOIS.		
Chicago.....	School for Apprentices (Lakeside Press).....	E. E. Sheldon.
Peoria.....	Trades School (Bradley Institute).....	T. C. Burgess.
Rockford.....	Rockford School of Engineering.....	H. A. Taveira.
INDIANA.		
Evansville.....	Vocational Evening School.....	E. C. Graham.
Do.....	do.....	Miss T. E. Miller.
Fort Wayne.....	Fort Wayne Vocational School.....	Walter E. Gordon.
South Bend.....	South Bend Vocational School.....	H. M. Appleman.
LOUISIANA.		
Lafayette.....	Lafayette Industrial Institute.....	H. C. Bond.
New Orleans.....	Nicholls Industrial School for Girls.....	Rita Johnson.
Ruston.....	Louisiana Industrial Institute.....	
MARYLAND.		
Frederick.....	Night School for Boys.....	Roger Harley.
Do.....	Night School for Girls.....	Edith Thomas.
Hagerstown.....	Trades School for Boys.....	H. M. Lippy.
Do.....	Industrial School for Boys (colored).....	Benjamin Smith.
Do.....	Industrial School for Girls (colored).....	Hattie Newman.
MASSACHUSETTS.¹		
Boston.....	Boys' Trades School.....	W. C. Crawford.
Do.....	Trade School for Girls.....	Florence E. Leadbet- ter.
Do.....	Franklin Union.....	Walter B. Russell.
Do.....	Wentworth Institute.....	Arthur L. Williston.
Cambridge.....	Girls' Trades School.....	Maude A. Deahan.
Northampton.....	Smith's Agricultural School and Northampton School of Industry.....	Herbert N. Loomis.
Springfield.....	Evening Trades School.....	Chas. F. Warner.
Do.....	Vocational School for Boys.....	E. E. MacNary. ²
Westfield.....	Westfield Trades School.....	Burton A. Prince.
Worcester.....	Trades School for Boys.....	Albert J. Jameson.
Do.....	Girls' Trade Schools.....	Helen R. Hildreth.
MICHIGAN.		
Saginaw.....	Hill Trades School (boys).....	G. B. Eggert.
Do.....	Hill Trades School (girls).....	Lottie J. Williamson
MINNESOTA.		
Minneapolis.....	Dunwoody Industrial Institute.....	H. W. Kavel.
Do.....	Girls' Vocational High School.....	Elizabeth M. Fish.
MISSOURI.		
St. Louis.....	Ranken School of Mechanical Trades.....	Lewis Gustafson.
NEW JERSEY.		
Atlantic City.....	State Aided Departments.....	Sylvester Pelton.
Bayonne.....	Boys' Vocational School.....	M. W. Haynes.
Bordentown.....	Industrial School (colored).....	W. R. Valentine.

¹ See Bulletin 1917, No. 5, Mass. State Board of Education, for classified list of schools.

² Absent on leave.

XV.—VOCATIONAL EDUCATION—Continued.

3. DIRECTORS OF SCHOOLS IN WHICH TRADES ARE TAUGHT—Continued.

Location.	Institution.	Director.
NEW JERSEY—contd.		
Hoboken.....	Hoboken Industrial School.....	E. G. Trana.
Jersey City.....	Industrial Department, Dickinson High School.....	F. E. Mathewson.
Do.....	Vocational Department, Public School 32.....	Ernest B. Kent.
New Brunswick.....	Middlesex County Vocational Schools.....	C. E. Parsall.
Newark.....	Newark Technical School.....	Chas. A. Colton.
Do.....	Essex County Vocational Schools.....	Weasley A. O'Leary. ¹
Do.....	Boys' Industrial School.....	James E. Dougan.
Do.....	Girls' Industrial School.....	Griselda Ellis.
Do.....	Fawcett School of Industrial Arts.....	Cephas I. Shirley.
Orange.....	Central Grammar School (Boys' Vocational Department).....	Frank Coulter.
Do.....	Central Grammar School (Girls' Vocational Department).....	Florine Welch.
Trenton.....	State School of Industrial Arts.....	F. F. Frederick.
NEW YORK.		
Albany.....	Albany Vocational School.....	O. B. Furney.
Do.....	Vocational School No. 6.....	Do.
Brooklyn.....	Pratt Institute.....	S. S. Edmonds.
Do.....	Brooklyn Vocational School.....	Geo. J. Loewy.
Buffalo.....	Black Rock Vocational School.....	Samuel King.
Do.....	Elm Vocational School.....	Wm. B. Kamprath.
Do.....	Peckham Vocational School.....	Wm. W. Miller.
Do.....	Seneca Vocational School.....	Elmer S. Pierce.
New York City.....	Murray Hill Vocational School.....	Geo. J. Loewy.
Do.....	Baron de Hirsch Trade School.....	J. E. G. Yalden.
Do.....	Boys' Vocational School.....	C. J. Pickett.
Do.....	Cooper Union.....	C. B. Richards.
Do.....	Hebrew Technical Institute (boys).....	E. S. Barney.
Do.....	Hebrew Technical Institute (girls).....	Fred E. Emmons.
Do.....	Manhattan Trade School for Girls.....	Florence M. Marshall.
Do.....	Mechanics Institute.....	Louis Rouillon.
Do.....	New York Trades School.....	Harry V. Brill.
Rochester.....	Madison Park Vocational School.....	Mary E. Buckley.
Do.....	Rochester Shop School.....	V. A. Bird.
Yonkers.....	Saunders Trades School.....	
OHIO.		
Columbus.....	Columbus Trades School.....	
OREGON.		
Portland.....	Benson Technical High School.....	Chas. E. Cleveland.
Do.....	Trades School for Girls.....	
PENNSYLVANIA.		
Philadelphia.....	Philadelphia Trades School.....	Wm. C. Ashe.
Do.....	Franklin Institute School of Mechanic Arts.....	Wm. H. Thorne.
Do.....	Philadelphia College of Horology.....	F. W. Schuler.
Pittsburgh.....	Margaret Morrison Carnegie School.....	Mary B. Breed.
Do.....	School of Applied Industries, Carnegie Institute of Technology.....	C. B. Connelley.
East Pittsburgh.....	Casino Technical Night School.....	C. R. Dooley.
Williamson.....	Williamson Free School of Mechanical Trades.....	H. S. Bitting.
Wilmerding.....	Trades School for Boys.....	J. A. Broadhead.
VIRGINIA.		
Hampton.....	Hampton Institute, Trades School (colored).....	H. J. DeYarmett.
Richmond.....	Virginia Mechanics Institute.....	Frank W. Duke.
WISCONSIN.		
Milwaukee.....	Trades School for Boys.....	James A. Cox.
Do.....	Trades School for Girls.....	Ora Blanchard.

¹ Absent on leave.

XVI.—SUPERINTENDENTS OF SCHOOLS FOR THE BLIND.

Location.	Name of institution.	Superintendent or principal.
Talladega, Ala.	Alabama School for the Blind.	Joseph S. Ganey.
Do.	Alabama School for the Negro Deaf and Blind.	Do.
Little Rock, Ark.	Arkansas School for the Blind.	John H. Hinemon.
Do.	Arkansas School for the Blind (colored).	Jennie C. Jackson.
Berkeley, Cal.	California School for Deaf and Blind.	L. E. Milligan.
San Francisco (1528 California St.), Cal.	San Francisco Association for the Blind.	Ruth Quinan Marks.
Colorado Springs, Colo.	Colorado School for the Deaf and the Blind.	W. K. Argo.
Hartford, Conn.	Connecticut Institute for the Blind.	Geo. H. Marshall.
Do.	Connecticut Institute for the Blind (dent. of trades)	R. E. Colby.
St. Augustine, Fla.	Florida School for the Deaf and the Blind.	A. H. Walker.
Do.	Florida School for the Deaf and the Blind (colored).	Do.
Macon, Ga.	Georgia Academy for the Blind.	G. F. Oliphant.
Do.	Georgia Academy for the Blind (colored).	Do.
Gooding, Idaho.	Idaho State School for the Deaf and the Blind.	W. E. Taylor, M. A.
Chicago, Ill.	Chicago Public Schools for the Blind.	John B. Curtis.
Jacksonville, Ill.	Illinois School for the Blind.	H. C. Montgomery.
Indianapolis, Ind.	Indiana School for the Blind.	George S. Wilson.
Vinton, Iowa.	Iowa College for the Blind.	George D. Eaton.
Kansas City, Kans.	Kansas State School for the Blind.	Isa A. Green.
Louisville, Ky.	Kentucky School for the Blind.	Susan B. Merwin.
Do.	Kentucky School for the Blind (colored).	Do.
Baton Rouge, La.	Louisiana State School for the Blind.	W. W. Bynum.
Portland, Me.	Maine Institution for the Blind.	Millard W. Baldwin.
Overlea, Md.	Maryland School for the Blind.	John F. Bledsoe.
Do.	Maryland School for the Colored Blind and Deaf.	Do.
Watertown, Mass.	Perkins Institution and Massachusetts School for the Blind.	Edward E. Allen.
Detroit, Mich.	Detroit Public Schools for Blind.	Frank Cody.
Lansing, Mich.	Michigan School for the Blind.	C. E. Holmes.
Saginaw, Mich.	Michigan Employment Institution for the Blind.	Frank G. Putnam.
Faribault, Minn.	Minnesota School for the Blind.	James J. Dow, L. H. D.
Jackson, Miss.	Mississippi Institute for the Blind.	R. S. Curry.
St. Louis, Mo.	Missouri School for the Blind.	S. M. Green.
Boulder, Mont.	Montana School for the Deaf and the Blind.	H. J. Menzemer, M. A.
Nebraska City, Nebr.	Nebraska School for the Blind.	N. C. Abbott.
Jersey City, N. J.	Public School Classes for Blind.	W. F. Babcock.
Newark, N. J.	do.	Janet G. Paterson.
Summit, N. J.	International Sunshine Society, Department for the Blind (Arthur Home).	Cynthia W. Aiden.
Alamogordo, N. Mex.	New Mexico Institute for the Blind.	R. R. Pratt.
Batavia, N. Y.	New York State School for the Blind.	C. A. Hamilton, M. A.
Brooklyn (84th St. and 13th Ave.), N. Y.	International Sunshine Society, Department for the Blind.	Mae Belle Peek.
New York (University Ave.), N. Y.	Catholic Institute for the Blind.	Sister M. Bertrand.
New York, N. Y.	New York Institute for the Education of the Blind.	Edward M. Van Cleave.
Do.	Public School Classes for Blind Children.	Frances E. Moscrip.
Prince Bay, N. Y.	St. Joseph's Blind Asylum.	Sister Mary Ann.
Raleigh, N. C.	State School for the Blind and the Deaf.	John E. Ray, M. A.
Do.	State School for the Blind and the Deaf (colored).	A. W. Pegues, Ph. D.
Bathgate, N. Dak.	North Dakota School for the Blind.	B. P. Chapple.
Cincinnati, Ohio.	Cincinnati School for the Blind.	Estalia Lawes.
Cleveland, Ohio.	Cleveland Public School for the Blind.	R. B. Irwin.
Columbus, Ohio.	Ohio State School for the Blind.	Charles F. F. Campbell.
Toledo, Ohio.	Toledo School for the Blind.	R. B. Irwin.
Muskogee, Okla.	Oklahoma School for the Blind.	O. W. Stewart.
Taft, Okla.	Institute for Deaf, Blind, and Orphans (colored).	J. R. Johnson.
Salem, Oreg.	Oregon State School for the Blind.	E. T. Moores.
Overbrook, Pa.	Pennsylvania Institution for the Instruction of the Blind.	Olin H. Burritt, M. A.
Pittsburgh, Pa.	Western Pennsylvania Institution for the Blind.	Thos. S. McAlooney.
Cedar Spring, S. C.	South Carolina School for the Deaf and the Blind.	N. F. Walker, L. L. D.
Do.	South Carolina School for the Deaf and the Blind (colored).	Do.
Gary, S. Dak.	South Dakota School for the Blind.	Lella M. Curl.
Nashville, Tenn.	Tennessee School for the Blind.	John V. Armstrong.
Do.	Tennessee School for the Blind (colored).	Do.
Austin, Tex.	Deaf, Dumb, and Blind Institute for Colored Youths.	R. E. L. Holland, M. D.
Do.	Texas School for the Blind.	E. E. Bramlette.
Ogden, Utah.	Utah School for the Blind.	Frank M. Driggs, M. A.
Brattleboro, Vt.	Austine Institution for the Deaf and Blind.	Helen G. Throckmorton.
Newport News, Va.	Virginia State School for Colored Deaf and Blind Children.	William C. Ritter.
Staunton, Va.	Virginia School for the Deaf and the Blind.	W. A. Bowles.
Vancouver, Wash.	Washington State School for the Blind.	Sadie E. Hall.
Romney, W. Va.	West Virginia Schools for the Deaf and the Blind.	F. L. Burdett.
Janesville, Wis.	Wisconsin School for the Blind.	J. T. Hooper.
Milwaukee, Wis.	Day School for the Blind.	Carrie B. Levy.
Racine, Wis.	do.	Lydia E. Dunkelow.

XVII.—SUPERINTENDENTS OF SCHOOLS FOR THE DEAF.

1.—STATE SCHOOLS.

Location.	Name of institution.	Superintendent or principal.
Talladega, Ala.....	Alabama School for the Deaf.....	F. H. Manning.
Do.....	Alabama School for the Negro Deaf and Blind.....	J. S. Graves.
Tucson, Ariz.....	Arizona State School for the Deaf.....	Howard Griffin.
Little Rock, Ark.....	Arkansas Deaf-Mute Institute.....	Isaac B. Gardner.
Do.....	Arkansas Deaf-Mute Institute (colored).....	A. M. Martin.
Berkeley, Cal.....	California School for Deaf and Blind.....	L. E. Milligan.
Colorado Springs, Colo.....	Colorado School for the Deaf and the Blind.....	W. K. Argo.
Hartford, Conn.....	American School, at Hartford, for the Deaf.....	Frank R. Wheeler, M. A.
Mystic, Conn.....	Mystic Oral School for the Deaf.....	Tobias Brill.
Washington, D. C.....	Columbia Institution for the Deaf.....	Perceval Hall, M. A.
Do.....	Gallaudet College for the Deaf ¹	Do.
Do.....	Kendall School for the Deaf ¹	Lyman Stead, M. A.
St. Augustine, Fla.....	Florida School for the Deaf and the Blind.....	A. H. Walker.
Do.....	Florida School for the Deaf and the Blind (colored).....	Do.
Cave Spring, Ga.....	Georgia School for the Deaf.....	J. C. Harris.
Do.....	Georgia School for the Deaf (colored).....	F. M. Gordon.
Gooding, Idaho.....	Idaho State School for the Deaf and the Blind.....	W. E. Taylor, M. A.
Jacksonville, Ill.....	Illinois School for the Deaf.....	Charles P. Gillett.
Indianapolis, Ind.....	Indiana State School for the Deaf.....	R. O. Johnson, M. A.
Council Bluffs, Iowa.....	Iowa School for the Deaf.....	Henry W. Rothert.
Olathe, Kans.....	Kansas School for the Deaf.....	Kate S. Harman.
Danville, Ky.....	Kentucky School for the Deaf.....	Augustus Rogers.
Do.....	Kentucky School for the Deaf (colored).....	Do.
Baton Rouge, La.....	Louisiana State School for the Deaf.....	G. C. Huckaby.
Portland, Me.....	Maine School for the Deaf.....	Elizabeth B. Taylor.
Frederick, Md.....	Maryland State School for the Deaf.....	T. C. Forrester.
Overles, Md.....	Maryland School for the Colored Blind and Deaf.....	John F. Bledsoe.
Beverly, Mass.....	New England Industrial School for Deaf Mutes.....	Ella S. Warner.
Northampton, Mass.....	Clarke School for the Deaf ²	Caroline A. Yale, L.H.D.
Randolph, Mass.....	Boston School for the Deaf.....	M. J. Spilane.
Flint, Mich.....	Michigan School for the Deaf.....	Luther L. Wright.
Faribault, Minn.....	Minnesota School for the Deaf.....	James N. Tate, L.L. D.
Jackson, Miss.....	Institution for the Deaf and Dumb.....	Richmond S. Dobyns.
Do.....	Institution for the Deaf and Dumb (colored).....	Do.
Fulton, Mo.....	Missouri School for the Deaf.....	J. Stuart Morrison.
Do.....	Missouri School for the Deaf (colored).....	W. C. Reid.
Boulder, Mont.....	Montana School for the Deaf and the Blind.....	H. J. Messamer, M. A.
Omaha, Nebr.....	Nebraska School for the Deaf.....	Frank W. Booth.
Trenton, N. J.....	New Jersey School for the Deaf.....	Do.
Santa Fe, N. Mex.....	New Mexico Asylum for the Deaf and Dumb.....	W. O. Connor, jr., M. A.
Albany, N. Y.....	Albany Home School for the Oral Instruction of the Deaf.....	Quincy McGuire.
Buffalo, N. Y.....	Le Couteux St. Mary's Institution for the Improved Instruction of the Deaf ²	Sister Mary Anne Burke.
Malone, N. Y.....	Northern New York Institution for Deaf Mutes.....	Edward C. Rider.
New York (904 Lexington Ave.), N. Y.....	Association for the Improved Instruction of Deaf Mutes ²	Harris Taylor, L.L. D.
New York (Fort Washington Ave. and W. 163d St.), N. Y.....	New York Institution for the Instruction of the Deaf and Dumb.....	Do.
Rochester, N. Y.....	Western New York Institution for Deaf Mutes.....	Z. F. Westervelt, L.L. D.
Rome, N. Y.....	Central New York Institution for Deaf Mutes.....	E. A. Gruver, M. A.
Westchester, N. Y.....	St. Joseph's Institute for the Improved Instruction of Deaf Mutes ²	N. Frances O'Connor.
Morganton, N. C.....	North Carolina School for the Deaf.....	E. McKay Goodwin.
Raleigh, N. C.....	State School for the Blind and the Deaf (colored).....	A. W. Pegues, Ph. D.
Devils Lake, N. Dak.....	North Dakota School for the Deaf.....	Frank Reed, Jr., M. A.
Columbus, Ohio.....	Ohio State School for the Deaf.....	J. W. Jones, M. A.
Sulphur, Okla.....	Oklahoma School for the Deaf.....	J. W. Blattner, M. A.
Taft, Okla.....	Institute for Deaf, Blind, and Orphans (colored).....	J. R. Johnson.
Salem, Oreg.....	Oregon School for Deaf.....	E. S. Tillinghast.
Philadelphia (Belmont and Monument Aves.), Pa.....	Home for the Training in Speech of Deaf Children Before They Are of School Age.....	Mary S. Garrett.
Philadelphia (Mount Airy), Pa.....	Pennsylvania Institution for the Deaf and Dumb.....	A. L. E. Crouter.
Pittsburgh (Brookline), Pa.....	De Paul Institute for Deaf Mutes ²	Sister Mary James.
Scranton, Pa.....	Pennsylvania Oral School for the Deaf.....	Kate H. Fish.
Swissvale (Edgewood Park), Pa.....	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.....	Wm. N. Burt, Ph. D.
Providence, R. I.....	Rhode Island Institute for the Deaf.....	Edwin G. Hurd, M. A.
Cedar Spring, S. C.....	South Carolina School for the Deaf and the Blind.....	N. F. Walker, L.L. D.
Do.....	South Carolina School for the Deaf and the Blind (colored).....	Do.
Sioux Falls, S. Dak.....	South Dakota School for the Deaf.....	Howard W. Simpson.

¹ Department of Columbia Institution for the Deaf.² School is under private management but receives State pupils.

XVII.—SUPERINTENDENTS OF SCHOOLS FOR THE DEAF—Continued.

1.—STATE SCHOOLS—Continued.

Location.	Name of institution.	Superintendent or principal.
Knoxville, Tenn.....	Tennessee Deaf and Dumb School.....	H. E. Walker.
Do.....	Tennessee Deaf and Dumb School (colored).....	Do.
Austin, Tex.....	Deaf, Dumb, and Blind Institute for Colored Youths.....	R. E. L. Holland, M. D.
Do.....	Texas School for the Deaf.....	G. F. Urbantke.
Ogden, Utah.....	Utah School for the Deaf.....	Frank M. Driggs, M. A.
Brattleboro, Vt.....	Austine Institution for the Deaf and Blind.....	Helen G. Throckmorton.
Newport News, Va.....	Virginia State School for Colored Deaf and Blind Children.....	Wm. C. Ritter.
Staunton, Va.....	Virginia School for the Deaf and the Blind.....	W. A. Bowles.
Vancouver, Wash.....	State School for the Deaf.....	W. M. Kilpatrick.
Romney, W. Va.....	West Virginia Schools for the Deaf and the Blind.....	F. L. Burdett.
Delavan, Wis.....	Wisconsin State School for the Deaf.....	H. C. Buell.

2.—PRIVATE SCHOOLS.

Oakland, Cal.....	St. Joseph's Home for Deaf Mutes.....	Sister M. Louis.
Macon, Ga.....	Miss Arbaugh's School for Deaf Children.....	Laura L. Arbaugh.
Chicago (40th St. and Belmont Ave.), Ill.....	Epipheta School for the Deaf.....	Ada Potts.
Chinohuba, La.....	Chinohuba Deaf-Mute Institute.....	Sister M. Alma.
Baltimore (Irvington), Md.....	St. Francis Xavier's School for the Deaf.....	Sister M. Michael.
Kensington, Md.....	Home School for Little Deaf Children.....	Anna C. Reinhardt.
West Medford, Mass.....	Sarah Fuller Home for Little Deaf Children.....	Islay M. Strachan.
North Detroit, Mich.....	Evangelical Lutheran Deaf-Mute Institute.....	Rev. Wm. Gielow.
Joplin, Mo.....	Joplin School for Deaf.....	Della C. Page.
St. Louis (Vandeventer Ave. and Westminster Place), Mo.....	Central Institute for the Deaf.....	Ethel M. Hilliard.
St. Louis (901 N. Garrison Ave.), Mo.....	St. Joseph Deaf-Mute Institute.....	Sister M. Borgis.
Tamworth, N. H.....	Davidson School of Individual Instruction.....	S. G. Davidson, M. A.
New York (534 W. 187th St.), N. Y.....	Reno Margulies School for the Deaf.....	Mrs. A. Reno Margulies.
New York (1 Mount Morris Park W.), N. Y.....	Wright Oral School.....	John Dutton Wright, M. A.
Lockland, Ohio.....	St. Rita School for the Deaf.....	Rev. H. J. Waldhaus.
Lansdowne, Pa.....	Sanatorium School for Nervous, Lame, or Deaf.....	Claudia M. Redd.
Philadelphia (1803 Vine St.), Pa.....	Archbishop Ryan Memorial Institute for the Deaf.....	Sister M. Carmelia.
Lead, S. Dak.....	Black Hills School for the Deaf.....	Miss F. L. Willhoyle.
St. Francis, Wis.....	St. John's Institute for Deaf-Mutes.....	Rev. M. M. Gerund.

XVIII.—SUPERINTENDENTS OF SCHOOLS FOR THE FEEBLE-MINDED.

1.—STATE SCHOOLS.

Location.	Name of institution.	Superintendent or principal.
Eldridge, Cal.....	Sonoma State Home.....	Wm. J. G. Dawson, M. D.
Ridge, Colo.....	State Home and Training School for Mental Defectives.....	A. P. Busey, M. D.
Lakeville, Conn.....	Connecticut Training School for Feeble-Minded.....	Chas. T. Le Moire, M. D.
Lincoln, Ill.....	Lincoln State School and Colony.....	Thos. H. Leonard, M. D.
Fort Wayne, Ind.....	Indiana School for Feeble-Minded Youth.....	George S. Bliss, M. D.
Glenwood, Iowa.....	Iowa Institution for Feeble-Minded Children.....	Geo. Mogridge, M. D.
Winfield, Kans.....	State Home for Feeble-Minded.....	F. C. Cave, M. D.
Frankfort, Ky.....	Kentucky Institution for Feeble-Minded Children.....	S. L. Helen, M. D.
West Fowall, Me.....	Maine School for Feeble-Minded.....	Carl J. Hedlin, M. D.
Owings Mills, Md.....	Rosewood State Training School for Feeble-Minded.....	Frank W. Keating, M. D.
Baldwinsville, Mass.....	Hospital Cottages for Children.....	H. L. Stick, M. D.
Waverley, Mass.....	Massachusetts School for the Feeble-Minded.....	Walter E. Fernald, M. D.
Wrentham, Mass.....	Wrentham State School.....	Geo. L. Wallace, M. D.
Lapeer, Mich.....	Michigan Home and Training School.....	H. A. Haynes, M. D.
Faribault, Minn.....	Minnesota School for Feeble-Minded and Colony for Epileptics.....	G. C. Hanna.
Marshall, Mo.....	Missouri Colony for Feeble-Minded and Epileptic.....	R. P. C. Wilson, M. D.
Boulder, Mont.....	Montana Training School for Backward Children.....	H. J. Menzemer, M. A.
Beatrice, Nebr.....	Nebraska Institution for Feeble-Minded Youth.....	D. G. Griffiths, M. D.
Laconia, N. H.....	New Hampshire School for Feeble-Minded.....	Benjamin W. Baker, M. D.

¹ Receives epileptic children as well as other classes needing hospital treatment and care.

XVIII.—SUPERINTENDENTS OF SCHOOLS FOR THE FEEBLE-MINDED—Continued.

1. STATE SCHOOLS—Continued.

Location.	Name of institution.	Superintendent or principal.
Skillman, N. J.	New Jersey State Village for Epileptics	David F. Weeks, M. D.
Vineland, N. J.	New Jersey State Institution for Feeble-Minded	Madeleine A. Hallowell, M. D.
Do.	Training School at Vineland, N. J.	E. R. Johnstone.
Newark, N. Y.	New York State Custodial Asylum.	Ethan A. Nevin, M. D.
New York (Randall's Island), N. Y.	New York City Children's Hospitals and Schools.	Katherine T. Houlban.
Rome, N. Y.	Rome State Custodial Asylum.	Charles Bernstein, M. D.
Sonyes, N. Y.	Craig Colony for Epileptics.	Maude O. Weller.
Syracuse, N. Y.	Syracuse State Institution for Feeble-Minded Children.	O. H. Cobb, M. D.
Thiells, N. Y.	Letchworth Village.	Charles S. Little, M. D.
Kinston, N. C.	Caswell Training School.	C. Banks McNairy, M. D.
Grafton, N. Dak.	Institution for Feeble-Minded.	A. R. S. Wyllie, M. D.
Columbus, Ohio.	do.	E. J. Emerick, M. D.
Enid, Okla.	do.	Wm. L. Kendall, M. D.
Elwyn, Pa.	Pennsylvania Training School for Feeble-Minded Children.	Martin W. Barr, M. D.
Pennhurst, Pa.	Eastern Pennsylvania State Institution for Feeble-Minded and Epileptic.	Oscar E. Thomson.
Polk, Pa.	State Institution for Feeble-Minded of Western Pennsylvania.	J. M. Murdoch, M. D.
Slocum, R. I.	Exeter School.	Joseph H. Ladd, M. D.
Redfield, S. Dak.	State School and Home for Feeble-Minded.	J. K. Kutnewsky.
Provo, Utah.	State Mental Hospital: Department for Feeble-Minded.	G. E. Hyde, M. D.
Brandon, Vt.	Vermont State School for Feeble-Minded Children.	F. J. Russell, M. D.
Medical Lake, Wash.	State Institution for Feeble-Minded.	S. C. Woodruff.
Chippewa Falls, Wis.	Wisconsin Home for Feeble-Minded.	Alfred W. Wilmarth, M. D.
Lander, Wyo.	Wyoming School for Defectives.	Charles E. Lane, M. D.

2.—PRIVATE SCHOOLS.

Godfrey, Ill.	"Beverly Farm" Home and School for Nervous and Backward Children.	Wm. H. C. Smith, M. D.
Wheaton, Ill.	Highland Heath.	Mary E. Pogue, M. D.
Red Oak, Iowa.	Powell School for Backward and Mentally Deficient Children.	Veturia E. Powell, M. D.
Farmdale, Ky.	Stewart Home and School.	John P. Stewart, M. D.
Catoonsville, Md.	Mount Herbert Private School for Feeble-Minded.	Samuel J. Fort, M. D.
Amherst, Mass.	Home School for Backward Children and Youth.	Frances J. Herrick.
Barre, Mass.	"Elm Hill" Private Home and School for Feeble-Minded.	George A. Brown, M. D.
Boston (80 Hammond St., Mass.	Residence School for Special Children.	Elizabeth L. Moulton.
Halifax, Mass.	Standish Manor School.	Ellen C. Dresser.
Detroit, Mich.	Reed School for Nervous and Backward Children.	Mrs. Frank A. Reed.
Kalamazoo (Comstock P. O.), Mich.	St. Anthony's School for Feeble-Minded and Backward Children.	Sister M. Vincent.
Kalamazoo, Mich.	Wilbur Home and School for Backward and Mentally Defective Children.	Joseph W. Wilbur.
Northfield, Minn.	Baker School.	Laura B. Baker.
St. Louis (3809 Flad Ave.), Mo.	Miss Compton's School for Children of Retarded Mentality.	Fanny A. Compton.
Cranbury, N. J.	"The Larches" Educational Sanitarium for Mental Defectives.	Elise Gordon.
Haddonfield, N. J.	Bancroft Training School.	E. A. Farrington, M. D.
Orange, N. J.	Seguin School for Children Who Deviate from the Normal.	Elsie M. Seguin.
South Orange, N. J.	School for Individual Teaching.	Charlotte H. Miner.
Binghamton, N. Y.	Binghamton Training School.	A. A. Boldt.
Camillus, N. Y.	Hill Crest School.	A. Cors Harmon.
Newburgh, N. Y.	Sycamore Farm Home School.	N. R. Brewster.
New York (238th St. and Riverdale Ave.), N. Y.	Florence Nightingale School for Nervous and Backward Children.	Rudolph S. Fried.
Saratoga Springs, N. Y.	Miss Copeland's School for Mentally Deficient Children.	Susan E. Copeland.
Walden, N. Y.	Goodale Manor School.	Mary P. Williams.
Marietta, Ohio.	Riverview School.	Mary Merydith.
Berwyn (The Maples), Pa.	Latzhaw School.	Allen Latshaw.
Lansdowne, Pa.	Brookwood School for Nervous and Backward Children.	Rachel W. Brewster.
Philadelphia (Holmesburg), Pa.	Biddle School for Nervous and Backward Children.	Grace Biddle de Quelin.

XVIII.—SUPERINTENDENTS OF SCHOOLS FOR THE FEEBLE-MINDED—Continued.

2. PRIVATE SCHOOLS—Continued.

Location.	Name of institution.	Superintendent or principal.
Philadelphia (3412 Sansom St.), Pa.	Latahaw School.	Allen Latahaw.
Roslyn, Pa.	Miss Woods' School for Exceptional Children.	Mollie A. Woods.
Sharon Hill, Pa.	Miss McGrew's School for Boys of Defective Mentality.	Anna L. McGrew.
Murfreesboro, Tenn.	Bristol-Nelson Physiological School for Nervous and Backward Children.	Cora Bristol-Nelson.
Austin, Tex.	Texas Training School for Defectives and Sanitarium for Mental and Nervous Diseases.	T. O. Maxwell, M. D.
Falls Church, Va.	Gundry Home and Training School for Feeble-Minded and Epileptics.	Mattie Gundry.
Richmond, Va.	Home Place School.	Alice C. Hinckley, M. A.
Jefferson, Wis.	St. Coletta Institute.	Sister M. Emerentia.
Watertown, Wis.	Evangelical Lutheran Home for Feeble-Minded and Epileptics.	Rev. H. C. Jaus.

XIX.—SUMMER SCHOOL DIRECTORS.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Close.
ALABAMA.				
Auburn.....	Alabama Polytechnic Institute	Zebulon Judd.....	June 6	July 17
Birmingham.....	Howard College.....	John C. Dawson.....	June 5	Do.
Daphne.....	State Normal School			
Florence.....	do.....	H. J. Willingham.....	June 2	Aug. 18
Huntsville.....	Oakwood Manual Training School (Negro). ¹			
Jacksonville.....	State Normal School.....	C. W. Daugette.....	May 16	Aug. 3
Livingston.....	do.....	G. W. Brock.....	June 4	Aug. 15
Mobile.....	Summer School for Teachers.....	S. S. Murphy.....	do	July 20
Montgomery.....	State Colored Normal School.....	J. W. Beverly.....	June 1	July 15
Normal.....	Agricultural and Mechanical College for Negroes.	Walter S. Buchanan.....	June 8	July 20
Troy.....	State Normal School.....	E. M. Shackelford.....	May 27	Aug. 9
Tuskegee.....	Tuskegee Normal and Industrial Institute (Negro).	Ezra C. Roberts.....	June 10	July 19
University.....	University of Alabama.....	James J. Doster, LL.D	June 1	July 15
ARIZONA.				
Flagstaff.....	Evans Summer Tutoring Camp.....	L. F. Brady.....	May 25	Aug. 1
Do.....	Northern Arizona Normal School.....	R. H. H. Blome, Ph. D	June 17	Aug. 9
Phoenix.....	Summer School.....	Daniel F. Jantzen.....	May 25	July 10
ARKANSAS.				
Arkadelphia.....	Ouachita College.....	Chas. E. Dicken, D. D	June 5	July 16
Conway.....	Arkansas State Normal School.....	J. J. Doyno.....	June 3	July 26
Fayetteville.....	University of Arkansas.....	J. R. Jewell, Ph. D.	June 17	Do. ¹
CALIFORNIA.				
Asilomar.....	Missionary Education Movement.....	Rev. J. C. Worley.....	July 16	July 25
Berkeley.....	California School of Arts and Crafts.....	F. H. Meyer.....	June 24	Aug. 3
Do.....	University of California.....	Walter M. Hart, Ph. D	do	Do.
Carmel.....	Carmel Summer School of Art.....			
Claremont.....	Pomona College.....	M. G. Frampton.....	June 20	Aug. 1
Laguna Beach.....	Pomona College Marine Laboratory.....	Wm. A. Hilton.....	June 25	Sept. 19
Lake Huntington.....	Sierra Summer School (Fresno State Normal School).	W. B. Givens.....	June 24	Aug. 2
Los Angeles (Hollywood). Los Angeles.....	Krotona Institute of Theosophy..... Los Angeles School of Art and Design.	Augustus F. Knudsen..... L. E. G. Macleod.....	June 21 June 11	Aug. 9 Sept. 10
Do.....	University of Southern California.....	T. B. Stowell, Ph. D....	July 1	Sept. 15
Do.....	Y. M. C. A. Summer School.....	J. A. Gillaspie.....	do	Aug. 30
Pacific Grove.....	Marine Biological Laboratory (Lealand Stanford Junior University).	W. K. Fisher, Ph. D	June 15	Aug. 3

¹ No session in 1917.² May extend to Aug. 9.

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Clos.
CALIFORNIA—contd.				
Piedmont.....	Class in Outdoor Sketching and Painting (California school of Arts and Crafts, Berkeley).	F. H. Meyer.....	June 24	Aug. 3
Riverside.....	Riverside Library Service School.	Joseph F. Daniels.....	do.	Aug. 12
St. Helena.....	Pacific Union College.	G. F. Wolfkill.....	July 16	Aug. 26
San Diego.....	State Normal School.	Edward L. Hardy.....	July 1	Aug. 15
San Francisco.....	California School of Fine Arts.	John A. Stanton.....	June 24	Aug. 2
Santa Barbara.....	State Normal School of Manual Arts and Home Economics.	Frank H. Ball.....	do.	Aug. 30
Swanton.....	Camp California Summer School of Surveying.	Francis S. Foote, Jr..	May 16	July 11
COLORADO.				
Boulder.....	Colorado Chautauque.....	F. A. Boggess.....	July 7	Aug. 16
Do.....	University of Colorado.....	Milo G. Derham.....	June 24	Aug. 3
Denver.....	Denver Normal and Preparatory School.	Frank C. Spencer, Ph. D.	June 17	July 27
Do.....	School of Ophthalmology (University of Colorado).	T. Raymond Brackett	June 24	Aug. 3
Estes Park.....	Missionary Education Movement.	R. E. Diffendorfer.....	July 12	July 21
Fort Collins.....	Colorado Agricultural College.	S. Arthur Johnson.....	June 17	July 27
Greeley.....	Colorado State Teachers College.	J. G. Crabbe.....	do.	Aug. 21
Gunnison.....	Colorado State Normal School.	J. H. Kelley, D. Litt.	June 10	July 19
Tolland.....	School of Mountain Field Biology (University of Colorado).	Francis Ramaley.....	June 24	Aug. 3
University Park.....	University of Denver.....	W. D. Engle, Ph. D.	June 17	July 26
Woodland Park.....	Summer School of Surveying (Colorado College).	Frank M. Okey.....	June 3	June 29
CONNECTICUT.				
Bridgeport.....	Y. M. C. A. Summer School.....	S. S. Keeney.....	July 5	Aug. 20
Danbury.....	State Normal Training School.	J. R. Perkins.....	do.	Aug. 15
East Canaan.....	Clarence H. White School of Photography.	Clarence H. White.....	July 5	Aug. 15
Hartford.....	Y. M. C. A. Boys' Summer School.	H. F. Stuart.....	June 20	Aug. 1
New Haven (281 York St.).....	Berkeley Tutoring School.	Thos. A. Tully.....	Aug. 1	Sept. 24
New Haven.....	New Haven Normal School of Gymnastics.	E. H. Arnold, M. D.	July 29	Aug. 31
New Haven (15 College St.).....	University School.....	George L. Fox.....	Aug. 1	Sept. 26
Norwalk.....	Harström School.....	Carl A. Harström, Ph. D.	do.	Sept. 20
Stamford.....	Thorpe School.....	Edw. O. Thorpe.....	July 7	Sept. 7
Storrs.....	State Summer Normal School.....	J. R. Perkins.....	do.	do.
DELAWARE.				
Dover.....	State College for Colored Students.	W. C. Jason.....	June 5	July 10
Newark.....	Delaware College.....	George S. Counts.....	June 24	Aug. 30
DISTRICT OF COLUMBIA.				
Washington.....	Catholic Sisters College.....	W. H. Randolph.....	June 15	Sept. 15
Do.....	Emerson Institute.....	A. McD. Crawford.....	June 24	Aug. 3
Do.....	George Washington University.	N. C. Ruediger.....	June 10	June 14
Do.....	Mount St. Albans Summer School for Sunday School Workers.	W. L. De Vries, Ph. D.	do.	do.
Do.....	National University Law School.	Chas. F. Carusi.....	June 17	Aug. 15
Do.....	Sallie Lewin's (Miss) Summer School.	Sarah Lewin.....	June 20	Sept. 20
Do.....	Y. M. C. A. Summer School.....	Thos. W. Walton.....	June 25	Aug. 17
FLORIDA.				
Gainesville.....	University of Florida.....	A. A. Murphree, LL.D.	June 10	Aug. 16
Madison.....	Florida Normal Institute.....	W. B. Cate.....	June 11	Aug. 31
Tallahassee.....	Florida A. and M. College for Negroes.	Homer Thomas.....	June 12	Aug. 18
Do.....	Florida State College for Women.	Edward Conradi.....	June 15	Aug. 15
GEORGIA.				
Athens.....	University of Georgia.....	Howard W. Odum.....	July 1	Aug. 8
Atlanta.....	Elizabeth Mather College.....	Blanche G. Loveridge.	May 26	June 29
Do.....	Georgia School of Technology.	A. B. Morton.....	July 24	Sept. 18
Do.....	Southern University of Music.	Kurt Mueller.....	June 10	July 31

1 Covers two terms of 4 weeks each.

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Close.
GEORGIA—continued.				
College Park.....	Cox College ¹.....	.....	June 15	July 31
Macon.....	Moreau University.....	J. G. Harrison, D. D.....	June 10	Aug. 20
Milledgeville.....	Georgia Normal and Industrial College.....	M. M. Parks.....	do....	July 12
Mount Berry.....	Berry School (summer term).....	.....	May 2	Aug. 25
Oxford.....	Emory University.....	N. A. Goodyear.....	June 20	Aug. 15
Valdosta.....	South Georgia State Normal College.....	R. H. Powell.....	June 10	July 8
IDAHO.				
Albion.....	State Normal School.....	G. A. Axline.....	June 4	Aug. 2
Boise.....	Boise Summer School for Teachers.....	C. E. Rose.....	June 17	July 24
Lewiston.....	State Normal School.....	Oliver M. Elliott.....	June 6	Aug. 2
Pocatello.....	Idaho Technical Institute.....	Miles F. Reed.....	June 10	July 20
ILLINOIS.				
Carbondale.....	Southern Illinois State Normal University.....	H. W. Shryock.....	June 24	Aug. 1
Charleston.....	Eastern Illinois State Normal School.....	L. C. Lord.....	June 17	July 26
Chicago (4200 Grand Boulevard).....	American College of Physical Education.....	L. Norman Zarfos.....	June 25	Aug. 3
Chicago (300 S. Wabash Ave.).....	American Conservatory of Music.....	John J. Hattstaedt.....	June 24	July 27
Chicago (330 Webster Ave.).....	Applied Arts Summer School.....	Florence H. Fitch.....	June 25	July 30
Chicago.....	Armour Institute of Technology.....	Howard M. Raymond.....	June 24	Aug. 2
Do.....	Art Institute of Chicago.....	Theodore J. Keane.....	do....	Sept. 14
Do.....	Chicago Kindergarten Institute.....	Mary B. Page.....	June 30	Aug. 1
Do.....	Chicago Musical College.....	Mary B. Fox.....	do....	do....
Do.....	Chicago Normal College.....	Felix Borowski.....	June 24	Aug. 2
Chicago (430 S. Wabash Ave.).....	Chicago Normal School of Physical Education.....	Wm. Bishop Owen.....	do....	July 26
Chicago (310 Harvester Bldg.).....	Chicago School of Applied and Normal Art.....	Laura O. Parsons.....	June 22	July 27
Chicago (2559 S. Mich. Ave.).....	Chicago School of Civics and Philanthropy.....	Emma M. Church.....	July 31	Aug. 25
Chicago.....	Columbia School of Music.....	Graham Taylor.....	June 19	July 26
Do.....	Cosmopolitan School of Music and Dramatic Art.....	Clare Osborne Reed.....	July 1	Aug. 2
Do.....	De Paul University.....	Wm. C. Williams.....	do....	Do.
Chicago (6 N. Mich. Ave.).....	Gregg Summer Normal School.....	Martin V. Moore.....	June 26	Do.
Chicago (122 S. Mich. Ave.).....	International College of Secretaries.....	Henry J. Holm.....	July 2	Aug. 17.
Chicago.....	Lewis Institute.....	Oliver McEwan.....	do....	Do.
Do.....	Loyola University.....	G. N. Carman.....	do....	Aug. 25
Chicago (2944 Mich. Boulevard).....	National Kindergarten College.....	S. Nicolas.....	July 6	Aug. 12
Chicago (330 E. 22d St.).....	New School of Methods in Public School Music.....	Elizabeth Harrison.....	June 18	Aug. 10
Chicago (616 S. Mich. Boulevard).....	Pestalozzi-Froebel Kindergarten Training School.....	W. M. Morton.....	July 1	Aug. 1
Chicago.....	School of Expression of Boston, Mass.....	Bertha H. Hegner.....	June 26	Aug. 4
Do.....	University of Chicago.....	S. S. Curry, Ph. D.....	.....	.....
Chicago (1106 Lake Shore Drive).....	Summer Normal School of Music (University School for Girls).....	Harry Pratt Judson, LL. D.....	June 17	Aug. 30
Chicago (19 S. La Salle St.).....	Y. M. C. A. (central department).....	Calvin B. Cady.....	June 24	July 26
Chicago (1621 Division St.).....	Y. M. C. A. (Division Street department).....	A. L. Ward.....	July 1	Aug. 24
Chicago (1725 Wilson Ave.).....	Y. M. C. A. (Wilson Avenue department).....	J. D. Ellis.....	July 2	Aug. 30
De Kalb.....	Northern Illinois State Normal School.....	Maurice F. Gogle.....	do....	Aug. 26
Evanston.....	American Institute of Normal Methods.....	John W. Cook.....	June 24	Aug. 2
Do.....	Northwestern University.....	E. B. Birge.....	do....	July 13
Lake Forest.....	National Summer School of Music.....	C. S. Marsh.....	do....	Aug. 3
Lebanon.....	McKendree College ¹	Ada M. Fleming.....	June 29	July 27
Macomb.....	Western Illinois State Normal School.....	W. P. Morgan.....	June 17	July 26
			June 10	July 19

¹ No session in 1917.

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Close.
ILLINOIS—continued.				
Normal.....	Illinois State Normal University...	David Felmley.....	June 10	Aug. 28
Peoria.....	Bradley Polytechnic Institute.....	Albert F. Siepert.....	June 17	July 26
Quincy.....	Summer School for Teachers (Gem City Business College).	D. L. Musselman.....	June 3	Aug. 30
Urbana.....	University of Illinois.....	Kendric C. Babcock, Ph. D.	June 17	Aug.
Wheaton.....	Wheaton College.....	Wm. F. Rice.....	do.....	July 26
INDIANA.				
Angola.....	Tri-State College.....	L. M. Sniff.....	June 4	Aug. 23
Bloomington.....	Indiana University.....	W. D. Howe.....	June 13	Aug. 9
Culver.....	Culver Military Academy.....	Col. L. R. Gignilliat.....	June 27	Aug. 22
Danville.....	Central Normal College.....	J. W. Laird.....	May 23	Aug. 10
Goshen.....	Goshen College.....	J. E. Hartzler.....	June 10	Aug. 20
Greencastle.....	De Pauw University.....	H. B. Gough.....	June 5	Aug. 20
Hanover.....	Hanover College.....	W. A. Mills.....	June 17	July 27
Indianapolis.....	Butler College.....	Thomas C. Howe.....	do.....	Do.
Do.....	Indiana Central University.....	H. W. Marshall.....	May 20	Aug. 9
Do.....	John Herron Art Institute.....	Harold H. Brown.....	June 10	Aug. 31
Do.....	Normal College, North American Gymnastic Union.	Emil Rath.....	July 1	July 27
Do.....	Public Library Commission of In- diana.	Henry N. Sanborn.....	June 20	Aug. 1
Do.....	Teachers College of Indianapolis.....	Eliza A. Blaker, LL. D.	Mar. —	Sept. —
Do.....	Vocational Education Courses (In- diana University).	R. J. Leonard.....	July 1	July 31
La Fayette.....	Summer School for Teachers in Agriculture, Home Economics, and Industrial Arts (Purdue University).	George L. Roberts.....	June 10	Aug. 21
Marion.....	Marion Normal Institute.....	{C. C. Thomas..... S. P. Hatton.....}	June 1	Aug. 25
Moore's Hill.....	Moore's Hill College.....	C. E. Torbet.....	June 6	Aug. 17
Muncie.....	Muncie National Institute.....	M. D. Kelley.....	do.....	Do.
North Manchester.....	Manchester College.....	Otho Winger.....	May 29	Aug. 18
Notre Dame.....	St. Mary's College and Academy.....	Mother M. Cyriaca.....	July 1	Aug. 7
Rolling Prairie.....	Interlaken School Summer Camp.....	O. F. Pitts.....	June 22	Aug. 5
St. Mary-of-the-Woods.....	St. Mary-of-the-Woods College.....	Sister Agnes Clare.....	July 1	Aug. 6
Terre Haute.....	Indiana State Normal School.....	Wm. W. Parsons.....	June 14	Sept. 15
Valparaiso.....	Valparaiso University.....	Henry B. Brown.....	May 28	Aug. 15
Winona Lake.....	Indiana University Biological Sta- tion.	Will Scott.....	June 17	Aug. 20
Do.....	Winona College.....	Harold G. Lawrance.....	June 5	Aug. 23
IOWA.				
Ames.....	Iowa State College of Agriculture and Mechanic Arts.	G. M. Wilson.....	June 10	Aug. 29
Cedar Falls.....	Iowa State Teachers College.....	Homer H. Seerley.....	June 5	Aug. 27
Cedar Rapids.....	Coe College.....	W. S. Newell, Ph. D.	June 17	Aug. 24
Do.....	Palmer Method Summer School.....	Wm. C. Henning.....	June 10	Aug. 2
Cherokee.....	Mount St. Mary Normal Training School.	Sr. M. Theodora.....	June 20	Do.
Des Moines.....	Des Moines College.....	David E. Cloyd.....	June 11	Aug. 17
Do.....	Drake University.....	Wm. F. Barr.....	June 12	Aug. 31
Do.....	Highland Park College.....	A. E. Bennett, Pd. D.	June 1	Aug. 1
Dubuque.....	Dubuque College.....	D. M. Gorman, LL. D.	June 24	Aug. 2
Fayette.....	Upper Iowa University.....	C. P. Colegrove.....	June 10	Aug. 17
Indianola.....	Simpson College.....	J. W. Campbell.....	do.....	Aug. 20
Iowa City.....	State University of Iowa.....	{Chas. H. Weller..... Carl E. Seashore.....}	June 18	Aug. 26
Iowa Falls.....	Edgewood School of Domestic Arts.	Walter A. Jessup.....	June 11	July 23
Do.....	Ellsworth College.....	Eva Simplot.....	June 10	Aug. 16
Millford.....	Macbride Lakeside Laboratory.....	I. F. Meyer.....	June 10	Aug. 19
Mount Pleasant.....	Iowa Wesleyan College.....	Robert B. Wylie.....	June 19	July 20
Mount Vernon.....	Cornell College.....	Harry E. Jaques.....	June 3	July 19
Pella.....	Central University of Iowa.....	Geo. H. Betts, Ph. D.	June 10	Aug. 25
Shenandoah.....	Western Normal College ¹	F. M. Phillips.....	do.....	Aug. 17
Sioux City.....	Morningside College.....	C. F. Garrett.....	June 27	Aug. 3
		E. A. Brown.....	June 3	Aug. 10
KANSAS.				
Baldwin City.....	Baker University.....	Lillian Scott.....	June 6	July 18
Emporia.....	Kansas State Normal School.....	Norman Triplett.....	May 30	July 26
Hays.....	FortHays Kansas Normal School.....	W. A. Lewis.....	May 28	July 25

¹ Summer school discontinued because of fire.

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Close.
KANSAS—continued.				
Lawrence.....	University of Kansas.....	Frederick J. Kelly.....	June 13	Aug. 21
Manhattan.....	Kansas State Agricultural College.....	H. L. Kent.....	May 31	Aug. 2
Pittsburg.....	State Manual Training Normal School.....	W. A. Brandenburg.....	June 1	Aug. 1
Topeka.....	Washburn College.....	Parley P. Womer.....	June 10	July 21
Wichita.....	Fairmount College.....	Arthur J. Hoare.....	do.....	July 22
Do.....	Friends University.....	H. C. Fellow, Ph. D.....	do.....	Do.
KENTUCKY.				
Bowling Green.....	Western Kentucky State Normal School.....	H. H. Cherry.....	June 18	July 30
Lexington.....	University of Kentucky.....	J. T. C. Noe.....	June 10	July 22
Richmond.....	Eastern Kentucky State Normal School.....	T. J. Coates.....	June 17	July 26
LOUISIANA.				
Baton Rouge.....	Louisiana State University.....	D. T. Powers.....	June 6	Aug. 7
Do.....	Southern University and A. and M. College. (Negro.).....	J. S. Clark.....	June 3	July 13
Covington.....	Florida Parishes State Summer Normal.....	A. J. Caldwell.....	June 6	July 20
La Fayette.....	Southwestern Louisiana Industrial Institute.....	E. L. Stephens.....	June 5	Aug. 5
Natchitoches.....	Louisiana State Normal School.....	Victor L. Roy.....	May 30	Aug. 7
New Orleans.....	Tulane University.....	A. B. Dinwiddie, Ph. D.....	June 10	July 20
Do.....	Tulane University School of Medicine.....	Isadore Dyer, M. D.....	do.....	July 26
Ruston.....	Louisiana Industrial Institute.....	J. E. Keeny.....	June 11	July 24
Shreveport.....	Centenary Summer Military Camp.....	H. J. Smith.....	June 16	Aug. 30
Do.....	Summer School for Colored Teachers.....	R. P. Player.....	June 4	July 17
MAINE.				
Boothbay Harbor.....	Commonwealth School of Art and Industry.....	A. G. Randall.....	July 8	Aug. 3
Do.....	Summer School of French.....	Osmond T. Robert, B. S. L.....	do.....	Aug. 19
Castine.....	Eastern State Normal School.....	A. F. Richardson.....	July 17	Aug. 3
Farmington.....	Abbott Hill Recreation School.....	Geo. D. Church.....	do.....	Aug. 21
Do.....	State Normal School.....	W. G. Mallett.....	July 15	Aug. 9
Fort Kent.....	Madawaska Training School ¹	do.....	do.....	Do.
Franklin.....	Camp Sylvania-wassee.....	J. E. De Meyer.....	July 1	Aug. 25
Gorham.....	Western State Normal School.....	do.....	July 15	Aug. 9
Machias.....	Washington State Normal School.....	Wm. L. Powers.....	July 16	Aug. 3
North Belgrade.....	Camp Kennebec (boys).....	Louis M. Fleisher.....	July 1	Sept. 1
North Bridgton.....	Long Lake Lodge (boys).....	S. G. Friedman.....	July 12	Sept. 7
Ocean Park.....	Missionary Education Movement.....	Edwin V. Spooner.....	July 19	July 28
Ogunquit.....	Summer School of Modeling.....	Rev. F. H. Means.....	July 10	Aug. 30
Orono.....	University of Maine.....	V. D. Brenner.....	July 10	Aug. 30
Presque Isle.....	University of Maine.....	J. S. Stevens.....	June 24	Aug. 2
South Hope.....	Aroostook State Normal School.....	S. L. Merriman.....	July 15	Aug. 23
South Hope.....	Alford Lake Camp for Girls.....	Alice M. Pierce.....	July 6	Aug. 30
Technology.....	Surveying Camp of Massachusetts Institute of Technology.....	Susan M. Kingsbury.....	July 22	Sept. 13
Unity.....	Camp Winnecook.....	A. G. Robbins.....	July 1	Aug. 31
Wayne.....	Camp Androscoggin (boys).....	Herbert L. Rand.....	June 10	Sept. 15
MARYLAND.				
Baltimore.....	Johns Hopkins University.....	Edward F. Buchner, Ph. D.....	June 25	Aug. 6
Do.....	Peabody Conservatory of Music.....	Harold Randolph.....	July 1	Aug. 12
College Park.....	Maryland State College of Agriculture.....	J. E. Metzger.....	June 24	Aug. 2
Princess Anne.....	Princess Anne Academy, Eastern Branch of the Maryland State College of Agriculture (Negro).	T. H. Kiah.....	do.....	Aug. 4
MASSACHUSETTS.				
Amherst.....	Massachusetts Agricultural College: Boys' Agricultural Camps.....	Wm. D. Hurd.....	do.....	do.....
	Girls' Camp.....	Geo. L. Farley.....	July 19	July 26
	School for Rural Social Service.....	Wm. D. Hurd.....	do.....	Do.
	Summer School of Agriculture and Country Life.....	do.....	July 1	July 30
Ayuburdale.....	American Institute of Normal Methods.....	Osborne McConathy.....	July 10	July 31

¹ Held at Gorham in 1918.² No session in 1917.

XIX.—SUMMER SCHOOL DIRECTORS.—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Close.
MASSACHUSETTS—continued.				
Boston.....	Boston Floating Hospital Post-graduate Course for Nurses.	Sarah A. Egan.....		
Do.....	Boston University.....	A. H. Rice.....	July 1	Aug. 10
Do.....	Emerson College of Oratory.....	Walter B. Tripp.....	July 8	Aug. 2
Do.....	Faellen Piano Arts School.....	Carl Faellen.....	June 19	Sept. 15
Do.....	Harvard Graduate School of Medicine.	A. S. Begg, M. D.....	June 1	Sept. 30
Do.....	Posee Normal School of Gymnas-tics.	Hartvig Nissen.....	June 26	July 26
Do.....	School of Eugenics.....	Evangeline W. Young, M. D.....		
Do.....	School of Expression (4 terms).....	S. S. Curry, Ph.D.....	May 16	Oct. 2
Do.....	Simmons College.....	Henry Lelavour, Ph.D.....	July 1	Aug. 9
Do.....	Y. M. C. A. Northeastern Prepara-tory School.	James A. Bell.....	May 27	Sept. 13
Bourne.....	Old Colony Union Industrial School.	M. Mand Myhre.....	June 20	Oct. 1
Brewster.....	Sea Pines Personality Camp (girls).....	Faith Bickford.....	July 10	Aug. 2
Cambridge.....	Cambridge Normal School of Danc-ing.	Fannie Faulhaber.....	July 1	July 2
Do.....	Harvard Summer School of Arts and Sciences.	Kenneth G. T. Web-ster, Ph.D.....	do.....	Aug. 10
Do.....	Harvard Summer School of Phys-ical Education.	D. A. Sargent.....	do.....	Aug. 7
Do.....	Massachusetts Institute of Tech-nology.	R. C. MacLaurin, LL.D.....	June 1	Aug. 30
Fitchburg.....	State Normal School.....	John G. Thompson.....	July 8	Sept. 2
Gloucester.....	Snell Summer Art Class.....	Henry B. Snell.....	July 1	Sept. 1
Hyannis.....	State Normal School.....	W. A. Baldwin.....	July 10	Aug. 10
Monterey.....	Berkshire Summer School of Art.....	Raymond P. Ensign Ernest W. Watson Ralph L. Baldwin	July 8	Aug. 17
Northampton.....	Institute of Music Pedagogy.....	Geo. Oscar Bowen.....	do.....	July 20
Oak Bluffs.....	Treat School.....	Edwin B. Treat.....	July 1	Oct. 1
Provincetown.....	Cape Cod School of Art.....	H. N. Campbell.....	do.....	Aug. 26
Do.....	Summer School of Drawing and Painting.	E. Ambrose Webster.....	June 1	Oct. 1
Somerville.....	Y. M. C. A. Summer School.....	Emma G. Blanchard.....	July 8	Aug. 16
Springfield.....	do.....	W. W. Nigh.....	July 10	Aug. 15
Vineyard Haven.....	Marthas Vineyard School of Art.....	Arthur R. Freedlander.....	July 1	Aug. 20
Woburn.....	Warren Academy Free Industrial School.	Frank Carter.....	do.....	Aug. 10
Woods Hole.....	Marine Biological Laboratory.....	Frank R. Lillie.....	July 3	Aug. 14
MICHIGAN.				
Ann Arbor.....	University of Michigan.....	Edward H. Kraus.....	July 1	Aug. 23
Battle Creek.....	Normal School of Physical Educa-tion.	Frank J. Born, M. D.....	July 5	Aug. 16
Bay View.....	Bay View Summer University.....	Trumbull White.....	July 17	Aug. 25
Berrien Springs.....	Emmanuel Missionary College.....	W. H. Wakeham.....		
Big Rapids.....	Ferris Institute.....	W. N. Ferris.....	July 1	Aug. 9
Detroit.....	Detroit Conservatory of Music.....	Francis L. York.....	June 25	July 25
Do.....	Detroit Technical Institute.....	B. D. Edwards.....	June 24	Aug. 16
Do.....	School of Fine Arts.....	John P. Wicker.....	July 1	Sept. 3
East Lansing.....	Michigan Agricultural College.....	Edward H. Ryder.....	June 25	Aug. 10
Grand Rapids.....	Grand Rapids Kindergarten Train-ing School.	Clara Wheeler.....	July 2	Aug. 10
Kalamazoo.....	Western State Normal School.....	D. B. Waldo, LL.D.....	June 25	Aug. 3
Marquette.....	Northern State Normal School.....	Jas. H. Kaye.....	July 1	Aug. 9
Meauwataka.....	School of Forestry (Michigan Agri-cultural College.)	Alfred K. Chittenden.....	June 25	Aug. 3
Mount Pleasant.....	Central State Normal School.....	C. T. Grawn.....	June 28	Aug. 2
Saugstuck.....	Summer School of Painting.....	Frederick F. Fursman.....	June 23	Aug. 18
Topinabee.....	University of Michigan Biological Station.	George R. La Rue, Ph.D.....	July 1	Aug. 21
Ypsilanti.....	Michigan State Normal College.....	Charles McKenny.....	June 24	Aug. 2
MINNESOTA.				
Austin.....	University of Southern Minnesota.....	John H. Welland.....	June 12	July 26
Crookston.....	State Teachers' Training School (North West School of Agri-culture).	C. G. Selvig.....	June 15	July 31
Duluth.....	State Normal School.....	E. W. Bohannon.....	do.....	July 25

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Close.
MINNESOTA—contd.				
Faribault.....	Courses in Mental Deficiency (Minnesota School for Feeble-Minded).	F. Kuhlmann, Ph.D..	June 25	Aug. 4
Do.....	Shattuck School (boys).....	John H. Wheeler.....	June 17	July 27
Mankato.....	State Normal School.....	Chas. H. Cooper.....	do	July 26
Minneapolis.....	Handicraft Guild School.....	Florence D. Willets.....	June 25	July 11
Do.....	Humboldt College.....	J. P. Peterson.....	June 11	July 21
Do.....	Minneapolis School of Art.....	Mary M. Cheney.....	June 17	July 26
Do.....	Minneapolis School of Music, Oratory, and Dramatic Art.....	Charles M. Holt.....	June 12	Aug. 8
Do.....	Minnesota College.....	William H. Pontius.....	do	do
Do.....	University of Minnesota.....	Frank Nelson.....	June 1	July 31
Do.....	State Normal School.....	L. D. Coffman, Ph. D.....	June 18	July 28
Moorhead.....	State Teachers' Training School.....	Frank A. Weld, L.L.D.....	June 10	July 22
Morris.....	State Teachers' Training School (West Central School of Agriculture).	Jos. G. Norby.....	June 15	July 25
St. Cloud.....	State Normal School.....	J. C. Brown.....	June 17	July 26
St. Paul.....	Globe Business College.....	G. S. Stephens.....	do	Aug. 19
Do.....	Lancaster Business Institute.....	O. V. Simon.....	June 1	Sept. 1
Do.....	University of Minnesota College of Agriculture and State Teachers' Training School.....	A. V. Storm.....	June 17	July 26
Winona.....	College of St. Teresa.....	Mother M. Leo.....	July 28	Aug. 8
Do.....	State Normal School.....	G. E. Maxwell.....	June 17	July 26
MISSISSIPPI.				
Agricultural College.....	Mississippi A. and M. College.....	do.....	do	do
Blue Mountain.....	State Summer Normal.....	W. T. Lowrey, L.L. D.....	June 4	July 13
Clinton.....	do.....	J. W. Provine, Ph. D.....	June 5	July 14
Hattiesburg.....	Mississippi Normal College.....	Joe Cook.....	May 27	July 5
Meridian.....	Meridian College.....	A. S. McClendon.....	June 15	July 30
Newton.....	Newton Summer Normal.....	do.....	do	do
Shelby.....	Industrial-Agricultural College for Negroes.....	J. M. Williamson.....	Aug. 19	Sept. 13
University.....	University of Mississippi.....	J. C. Fant, Pd. D.....	June 4	July 15
MISSOURI.				
Cameron.....	Missouri Wesleyan College ¹	do.....	June 17	Aug. 10
Cape Girardeau.....	State Normal School.....	W. S. Dearmont.....	June 3	Aug. 9
Columbia.....	University of Missouri.....	J. D. Elliff.....	June 6	Aug. 3
Kirkville.....	State Normal School.....	John R. Kirk.....	May 29	Aug. 7
La Grange.....	La Grange College.....	D. J. Scott, D. D.....	June 3	Aug. 10
Marshall.....	Missouri Valley College.....	I. N. Eyrard.....	do	do
Maryville.....	State Normal School.....	Ira Richardson.....	June 1	Aug. 1
Rolla.....	State School of Mines and Metallurgy.....	A. L. McRae.....	June 3	July 13
St. Louis.....	Central Institute for the Deaf.....	M. A. Goldstein, M.D.....	June 15	July 15
Do.....	Forest Park College School of Music.....	Anna Sneed Cairns.....	June 1	Sept. 1
Do.....	Harris Teachers College.....	F. George Payne.....	June 17	July 20
Do.....	St. Louis University School of Medicine.....	D. M. Shoemaker, M.D.....	May 28	July 7
Springfield.....	State Normal School.....	W. T. Carrington.....	May 27	Aug. 1
Warrensburg.....	do.....	E. L. Hendricks.....	May 28	Aug. 2
Warrenton.....	Central Wesleyan College.....	H. Voshell.....	June 10	Aug. 18
MONTANA.				
Alpine.....	Rosebud Camp School.....	Rosa Dell.....	July 15	Aug. 26
Bozeman.....	Montana State College of Agriculture and Mechanic Arts.....	J. H. Holst.....	June 12	July 21
Dillon.....	State Normal College.....	J. E. Monroe.....	June 4	Aug. 23
Great Falls.....	County Summer School.....	J. H. Holst.....	June 10	July 19
Lewistown.....	do.....	Lella M. Baker.....	July 23	Aug. 31
Missoula.....	University of Montana.....	J. P. Rowe (two terms).....	July 17	Aug. 30
Plentywood.....	County Summer School.....	Irene Murphy.....	July 25	do
Poison.....	University of Montana Biological Station.....	Morton J. Elrod.....	June 19	July 29
NEBRASKA.				
Bellevue.....	Bellevue College.....	Paul W. Evans.....	June 15	Aug. 8
Chadron.....	State Normal School.....	Robert I. Elliott.....	June 3	July 26
Collegeview.....	Union College.....	M. P. Robison.....	June 15	Aug. 15

¹ No session in 1917.

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Close.
NEBRASKA—contd.				
Fremont	Fremont College	W. H. Clemmons	June 12	Aug. 15
Hastings	Hastings College	A. R. Ferguson	June 10	Aug. 5
Kearney	Kearney State Normal School	George S. Dick	June 3	July 26
Lincoln	University of Nebraska	Samuel Avery, LL. D.	June 5	Aug. 1
Omaha	Creighton University	Paul L. Martin	June 20	Aug. 6
Do	University of Omaha	Selma Anderson	June 19	Aug. 11
Peru	State Normal School	D. W. Hayes	June 5	Aug. 1
University Place	Nebraska Wesleyan University	B. E. McPond	June 12	Aug. 8
Wayne	State Normal School	U. S. Conn	June 3	July 26
York	York College	Chas. Bisset		
NEVADA.				
Reno	University of Nevada	George F. James, Ph. D.	June 17	July 26
NEW HAMPSHIRE.				
Ashland	Camp Aloha Summer School (boys)	James M. Kendall	July 23	Sept. 16
Chesham	Camp Marienfeld (boys)	Stacy B. Southworth (R. J. Shorthidge)	July 1	Aug. 31
Fitts William Depot	South Pond Cabins (boys)	Rollin M. Gallagher	July 5	Aug. 30
Hanover	Dartmouth College	James L. McConaughy	July 9	Aug. 20
Holderness	Camp Wachusett (boys)	Rev. Lorin Webster, LL. D.		
Jackson	Thorn Mountain Tutoring School and Camp (boys)	Geo. A. Bushee	July 2	Aug. 30
Peterboro	Outdoor Players	Marie Ware Loughton	July 1	Sept. 1
Pike	Camp Moosilauke (boys)	Virgil Prettyman, Ph. D.	June 30	Aug. 30
Plymouth	State Normal School	Ernest L. Silver	July 10	Aug. 19
South Chatham	Hill's (Mrs.) Summer School of Cookery	Janet M. Hill	July 1	Aug. 1
Wolfeboro	Wolfeboro Camp (boys)	G. D. Robins	July 9	Sept. 3
NEW JERSEY.				
Allenhurst	Rand Summer School	Rev. Edwin W. Rand	June 26	Oct. 15
Collingswood	State Summer School	T. D. Sensor	July 1	Aug. 12
Hoboken	Stevens Institute of Technology	A. Riesenberger	Aug. 12	Sept. 7
Madison	Drew Theological Seminary	E. S. Tipple, D. D.	June 19	June 30
New Brunswick	Rutgers College	Chas. H. Elliott, Ph. D.	July 1	Aug. 9
Newton	State Summer School	T. D. Sensor	do.	Aug. 12
Ocean City	do.	do.	do.	do.
Phillipsburg	do.	do.	do.	do.
Princeton	College Summer School ¹	do.	July 8	Sept. 28
Do	Princeton Summer School	C. R. Morey	July 22	Sept. 16
Do	Princeton Tutors' Association	Frank Fritts, Ph. D.	Aug. 1	Oct. 1
Do	University Summer School	G. S. Voorhees	July 22	Sept. 14
Vineland	Summer School for Teachers of Backward or Mentally Deficient Children.	E. R. Johnstone	July 15	Aug. 24
NEW MEXICO.				
East Las Vegas	New Mexico Normal University	F. H. H. Roberts	June 4	July 25
Silver City	New Mexico State Normal School	E. L. Enloe	June 3	July 26
NEW YORK.				
Albany	New York State Library School	J. I. Wyer, jr.	June 5	July 17
Alfred	Alfred University	Paul E. Titsworth, Ph. D.	July 6	Aug. 19
Auburn	Auburn Theological Seminary: Summer School for Christian Workers.	Geo. B. Stewart, D. D.	July 29	Aug. 10
	Summer School of Theology	do.	July 8	July 27
Bronxville	Massee Summer Tutoring School	W. W. Massee, Ph. D.	July 1	Sept. 22
Brooklyn	Adelphi College	A. G. Fradenburgh, Ph. D.	July 5	Aug. 15
Do	Bedford Y. M. C. A. Summer School for Boys.	W. Irving Lambert	do.	Aug. 24
Do	Brooklyn Botanic Garden Summer Course for Teachers of Gardening.	C. Stuart Gager	July 8	Aug. 17
Do	Central Y. M. C. A. Summer School.		July 1	A. S. 23
Chautauqua	Chautauqua Summer Schools	Elmer B. Bryan	July 8	Aug. 16

¹ No session in 1917.

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Close.
NEW YORK—continued.				
Cliff Haven.....	Catholic Summer School of America	John J. Donlan, Ph. D.	July 1	Sept. 6
Clinton.....	Hamilton College.....	C. L. Lewis.....	do.....	Aug. 16
Cold Spring Harbor.....	Brooklyn Institute of Arts and Sciences, Biological Laboratory.	Chas. B. Davenport, Ph. D.	July 3	Aug. 14
Cortland.....	Cortland Summer School.....	Luke J. McEvoy.....	June 25	Aug. 2
Geneseo.....	State Normal School.....	James V. Sturges.....	July 8	Aug. 16
Ithaca.....	Cornell University.....	Geo. P. Bristol.....	do.....	Do.
Monroe.....	Mackenzie School.....	J. C. Mackenzie.....	July 6	Sept. 1
New Rochelle.....	College of New Rochelle.....	M. M. Xavier.....	July 5	Aug. 12
New York (161 West 71st St.).....	American Progressive Piano School.	Gustav L. Becker.....	June 10	July 31
New York (American Fine Arts Bldg.).....	Art Students League.....	Julian E. Garnsey.....	June 3	Sept. 21
New York (541 Lexington Ave.).....	Bible Teachers Training School....	John A. Wood.....	July 19	Aug. 30
New York (241 West 75th St.).....	Brown School of Tutoring.....	Frederic L. Brown.....	July 5	Sept. 25
New York (7 West 42d St.).....	Challif Normal School of Dancing...	Louis H. Challif.....	June 3	July 26
New York.....	College of the City of New York.....	Frederick B. Robinson	July 8	Aug. 31
Do.....	Columbia University.....	Paul Klapper.....		do.....	Aug. 16
New York (72 Park Ave.).....	Dwight School.....	James C. Egbert, Ph. D.	do.....	Aug. 16
New York (7 West 42d St.).....	Gilbert Normal School of Dancing.	Emil E. Camerer.....	June 24	Sept. 6
New York.....	Hunter College.....	Susan H. Gilman.....	June 10	July 20
Do.....	National Academy of Design.....	Raymond B. Earle, Sc. D.	July 8	Aug. 16
Do.....	National Training School (Y. W. C. A.).....	Geo. N. Maynard.....	June 3	Sept. 1
New York (106 East 22d St.).....	New York School of Philanthropy.	Elizabeth Wilson.....	July 5	Aug. 15
New York.....	New York University.....			
New York (30 Irving Place).....	Palmer Method School of Penmanship.	James E. Lough.....	July 1	Aug. 9
Oneonta.....	State Normal School.....	do.....	do.....	Aug. 1
Ossining.....	St. John's School.....	Percy I. Bugbee.....	July 8	Aug. 16
Port Jefferson.....	New York School of Fine and Applied Art.	Rev. W. A. Ranney.....	July 6	Sept. 2
Rochester.....	Rochester Athenaeum and Mechanical Institute.	Frank A. Parsons.....	July 8	Aug. 22
Rome.....	Training School for Teachers of Feeble-minded.	Susan F. Bissell.....	July 1	Aug. 9
Saratoga Springs.....	Skidmore School of Arts.....	James F. Barker.....	do.....	July 28
Shady.....	Fellowship of the Blue Dome (Summer School of Figure Painting).	Mary I. Douglass.....	do.....	Aug. 10
Silver Bay.....	Eastern Association School (Y. M. C. A.).....	Chas. H. Keyes, Ph. D.	do.....	Oct. 1
Do.....	Missionary Education Movement..	Dewing Woodward.....	June 1	Aug. 29
Sodus Point.....	Camp Fitzhugh.....	Fred S. Goodman.....	Aug. 1	Aug. 29
Syracuse.....	Syracuse University.....	Harry S. Myers.....	July 5	July 14
Troy.....	Rensselaer Polytechnic Institute.	Aldice G. Warren.....	July 1	Aug. 31
Willsboro.....	Camp Pok-O-Moonshine (boys).....	M. Ellwood Smith, Ph. D.	July 8	Aug. 17
Woodstock.....	Summer School of Landscape Painting (Art Students League of New York).	Palmer C. Ricketts.....	June 14	Aug. 14
		Chas. A. Robinson, Ph. D.	July 1	Sept. 1
		John F. Carlson.....	June 1	Nov. 1
NORTH CAROLINA.				
Asheville.....	School of Expression of Boston, Mass.	S. S. Curry, Ph. D....	July 1	July 27
Blue Ridge.....	City Conference Y. W. C. A.....	Miss McFarland.....	July 23	July 29
Do.....	Missionary Education Movement..	Harry S. Myers.....	June 21	June 30
Do.....	Southern Summer School for Social Service and Christian Workers.	W. D. Weatherford.....	Aug. 5	Aug. 30
Do.....	Southern Summer School Y. M. C. A.	B. G. Alexander.....	July 6	July 20
Do.....	Student Y. M. C. A.....	W. D. Weatherford.....	June 13	June 22
Do.....	Student Y. W. C. A.....	Bertha Conde.....	June 2	June 12
Boone.....	Appalachian Training School.....	B. B. Dougherty.....	June 1	Aug. 20
Brevard.....	Brevard Institute.....	C. H. Trowbridge.....	June 10	July 20
Do.....	French Broad Camp.....	Maj. Henry E. Raines.	July 2	Aug. 27

¹ Shopwork courses continue until Sept. 12.

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Close.
NORTH CAROLINA—con.				
Chapel Hill.....	University of North Carolina.....	N. W. Walker.....	June 12	July 25
Cullowhee.....	Cullowhee Normal and Industrial School.....	A. C. Reynolds.....	June 13	July 25
Elizabeth City.....	State Normal School.....	P. W. Moore.....	July 2	July 27
Greensboro.....	Negro Agricultural and Technical College.....	S. B. Jones.....	June 26	July 30
Do.....	State Normal and Industrial College.....	Julius I. Foust.....	June 1	July 27
Greenville.....	East Carolina Teachers Training School.....	C. W. Wilson.....	June 11	Aug. 4
Wake Forest.....	Wake Forest College.....	Wm. L. Potest.....	June 4	Aug. 28
West Raleigh.....	North Carolina State College of Agriculture and Engineering.....	W. A. Withers.....	June 11	July 26
Winston-Salem.....	Slater State Normal and Industrial School.....	S. G. Atkins.....	July 1	Do.
NORTH DAKOTA.				
Agricultural College.....	North Dakota Agricultural College: College section ¹	Alfred H. Parrott.....	June 10	July 13
Dickinson.....	Elementary section.....	E. J. Taylor.....	do.	Do.
Ellendale.....	Summer School for Teachers.....	R. M. Black.....	June 20	July 25
Jamestown.....	State Normal and Industrial School.....	R. M. Black.....	June 18	Do.
Mayville.....	Jamestown College.....	Wm. B. Thomas.....	June 25	Aug. 10
Minot.....	State Normal School.....	Thos. A. Hillyer.....	June 27	Aug. 8
University.....	do.....	A. C. Steele.....	June 28	Do.
Valley City.....	University of North Dakota: College section.....	A. J. Ladd, Ph. D.....	June 25	Aug. 3
Walpeton.....	Elementary section.....	C. C. Schmidt.....	do.	Do.
Walpeton.....	State Normal School.....	Geo. A. McFarland.....	do.	Do.
Walpeton.....	Training School for Teachers (State School of Science). ²	Edward H. Jones.....	June 18	July 24
OHIO.				
Ada.....	Ohio Northern University.....	John Davison, Pd. D.....	June 1	Aug. 10
Alliance.....	Mount Union College.....	J. B. Bowman.....	June 24	Aug. 2
Athens.....	Ohio University.....	John J. Richeson.....	do.	Do.
Berea.....	Baldwin-Wallace College.....	F. D. Ward.....	do.	Do.
Bluffton.....	Bluffton College.....	N. E. Bvers.....	June 3	Aug. 2
Bowling Green.....	State Normal College.....	H. B. Williams.....	June 24	Aug. 1
Cedar Point.....	Lake Laboratory (Ohio State University). ²	F. H. Krecker.....	June 15	Aug. 1
Cedarville.....	Cedarville College.....	W. R. McChesney, Ph. D.....	June 17	July 26
Cincinnati.....	Art Academy of Cincinnati.....	J. H. Gest.....	do.	Aug. 23
Do.....	Ohio Mechanics Institute.....	John L. Shearer.....	June 24	Aug. 2
Cleveland.....	Case School of Applied Science.....	C. S. Howe.....	July 1	Aug. 9
Do.....	Cleveland School of Education.....	R. W. Hmelick.....	June 17	July 26
Do.....	Night Preparatory School ²	D. H. Hopkins.....	June 24	Aug. 2
Columbus.....	Capitol College of Oratory and Music.....	Frank S. Fox, Ph. D.....	June 10	Do.
Do.....	Ohio State University.....	M. Blakemore Evans, Ph. D.....	June 24	Aug. 16
Defiance.....	Defiance College.....	P. W. McReynolds, D. D.....	June 17	July 26
Findlay.....	Findlay College.....	H. S. Brinser.....	May 1	June 14
Hamilton.....	Y. M. C. A. Summer School.....	A. K. Morris.....	June 17	Aug. 2
Kent.....	State Normal College.....	J. E. McGilvrey.....	June 24	Do.
Lebanon.....	Lebanon University.....	H. E. Cunningham.....	May 21	Aug. 9
New Concord.....	Muskingum College.....	Howard McDonald.....	June 17	Do.
Oberlin.....	Oberlin Business College.....	J. T. Henderson.....	June 12	Aug. 4
Do.....	Oberlin College.....	S. F. MacLennan.....	June 21	Aug. 8
Oxford.....	Miami University.....	H. C. Minnich.....	June 17	July 26
Rio Grande.....	Rio Grande College.....	Wilbur G. Scarberry.....	June 24	Aug. 6
Springfield.....	Wittenberg College.....	T. Bruce Birch, Ph. D.....	do.	Aug. 23
Tiffin.....	Heidelberg University.....	Edw. I. F. Williams.....	June 18	July 26
Westerville.....	Otterbein University.....	T. J. Sanders, Ph. D.....	do.	Do.
Wilberforce.....	Wilberforce University (negro).....	Gilbert H. Jones.....	June 20	July 31
Willoughby.....	Andrews Institute for Girls.....	S. D. Shankland.....	June 18	July 27
Wilmington.....	Wilmington College.....	J. Edwin Jay.....	do.	Do.
Wooster.....	College of Wooster.....	J. Howard Dickason.....	do.	Aug. 9
OKLAHOMA.				
Ada.....	East Central State Normal School.....	J. M. Gordon.....	May 27	Aug. 2
Alva.....	Northwestern State Normal School.....	J. W. Graves.....	June 1	Aug. 6
Durant.....	Southeastern State Normal School.....	T. D. Brooks.....	May 27	Aug. 2

¹ No session in 1917.² Controlled by Baldwin-Wallace College, Berea, Ohio.

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Close.
OKLAHOMA—continued.				
Edmond.....	Central State Normal School.....	Grant B. Grumbine...	June 1	Aug. 1
Goodwell.....	Panhandle Agricultural Institute.....	J. F. Sharp.....	do.....	Do.
Norman.....	University of Oklahoma.....	W. W. Phelan.....	June 5	July 30
Stillwater.....	Oklahoma A. and M. College.....	J. H. Bowers, Ph. D.....	June 3	Aug. 2
Tahlequah.....	Northeastern State Normal School.....	G. W. Gable.....	May 25	Aug. 3
Weatherford.....	Southwestern State Normal School.....	J. B. Eskridge, Ph. D.....	May 29	Aug. 5
OREGON.				
Corvallis.....	Oregon Agricultural College.....	Edwin D. Reesler.....	June 12	July 21
	Boys' and Girls' Courses in Agriculture and Home Economics.....	do.....	June 19	June 30
Eugene.....	University of Oregon.....	Joseph Schafer, Ph. D.....	June 24	Aug. 2
Monmouth.....	Oregon Normal School.....	J. H. Ackerman.....	June 17	July 26
Oregon City.....	County Summer School for Teachers.....	J. E. Calavan.....	Aug. 6	Aug. 24
Portland.....	Summer School of Primary Methods.....	Ruby Shearer Brennan.....	June 24	July 5
PENNSYLVANIA.				
Allentown.....	Muhlenberg College.....	Wm. H. Reese, Sc. D.....	July 5	Aug. 16
Beaver Falls.....	Geneva College.....	H. H. Wylie.....	June 24	Aug. 5
Brush Valley.....	Mechanicsburg Summer Normal.....	H. E. Anderson.....	Apr. 1	July 1
Collegeville.....	Ursinus College.....	George L. Omwake, Pd. D.....	June 24	Aug. 2
Easton.....	Lafayette College Summer School of Surveying.....	do.....	June 5	June 26
Fort Washington.....	Darby School of Painting.....	Hugh H. Breckenridge.....	June 15	Aug. 1
Grove City.....	Grove City College.....	Weir C. Kettler, M. A. (2 terms).....	June 18	Aug. 17
		do.....	June 20	Aug. 1
Lancaster.....	Franklin and Marshall Academy.....	E. M. Hartman.....	June 24	Aug. 2
Marstons.....	Dan Beard Outdoor School.....	Daniel C. Beard.....	July 1	Sept. 1
Meadville.....	Meadville Theological School: Institute for Religious Education.....	Rev. William I. Lawrence.....	July 5	July 25
	Institute for Social Service.....	Anna Garlin Spencer.....	July 26	Aug. 16
Millersville.....	State Normal School.....	P. M. Harbold.....	July 1	Aug. 9
Muncy.....	Lycoming County Normal.....	Sylvester B. Dunlap.....	July 2	Aug. 31
Myerstown.....	Albright College.....	A. E. Gobbie, D. D.....	June 17	July 29
Philadelphia.....	Brown Preparatory School.....	Alonso Brown.....	June 20	Sept. 1
Do.....	Dropsie College.....	Cyrus Adler, Ph. D.....	July 9	Aug. 23
Do.....	Neff College.....	Slas S. Neff, Ph. D.....	July 1	July 31
Do.....	Peirce school.....	L. B. Moffett.....	do	Aug. 9
Do.....	Pennsylvania Museum School of Industrial Art.....	Otto Frederick Ege.....	July 8	Aug. 2
Do.....	Temple University.....	Laura H. Carnell, Litt. D.....	do.....	Aug. 17
Do.....	University of Pennsylvania.....	Owen L. Shinn, Ph. D.....	do.....	Do.
Do.....	Y. M. C. A. Summer School.....	A. G. Hugbee.....	June 24	Aug. 7
Pittsburgh.....	King's School of Oratory.....	Byron W. King.....	June 10	July 19
Do.....	University of Pittsburgh.....	W. G. Chambers.....	June 24	Aug. 17
Seranton.....	Y. M. C. A. Summer School.....	R. I. Vail.....	do.....	Aug. 10
Salingsgrove.....	Susquehanna University.....	Geo. E. Fisher, Ph. D.....	do.....	Aug. 2
Shippensburg.....	Cumberland Valley State Normal School.....	J. S. Helges.....	July 1	Aug. 9
South Bethlehem.....	Lehigh University.....	Henry S. Drinker, LL. D.....	June —	Sept. —
State College.....	Pennsylvania State College.....	Edwin R. Smith, Ph. D.....	June 24	Aug. 2
Swarthmore.....	Swarthmore Preparatory School.....	William Anthony.....	June 20	Aug. 15
Waynesburg.....	Waynesburg College.....	Herbert Houghton, Ph. D.....	June 15	Aug. 1
West Chester.....	State Normal School.....	G. M. Phillips, LL. D.....	June 24	Aug. 4
RHODE ISLAND.				
Providence.....	Y. M. C. A. Summer School.....	Arthur B. Parsons.....	July 8	Aug. 23
SOUTH CAROLINA.				
Columbia.....	University of South Carolina.....	W. H. Hand.....	June 20	July 20
Orangeburg.....	State A. and M. College (negro).....	R. S. Wilkinson.....	June 21	July 19
Rock Hill.....	Winthrop Normal and Industrial College.....	do.....	June 18	July 26
Spartanburg.....	Wofford College Fitting School.....	F. P. Wyche.....	do.....	Aug. 13

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Clos.
SOUTH DAKOTA.				
Aberdeen.....	(Northern Normal and Industrial School (two terms).	(E. C. Woodburn.....	June 3	July 12
Brookings.....	South Dakota State College of Agriculture and Mechanic Arts.	(A. H. Seymour.....	July 15	Aug. 23
Huron.....	Huron College.....	E. D. Stivers.....	June 10	July 19
Madison.....	State Normal School.....	Chas. W. Hochstetler.....	do.....	Do.
Mitchell.....	Dakota Wesleyan University.....	L. G. Atherton.....	June 3	Aug. 23
		Herbert Patterson, Ph. D.	June 10	July 19
Spearfish.....	State Normal School.....	F. L. Cook.....	June 12	Do.
Springfield.....	do.....	G. G. Wenzlaff, LL. D.	July 1	Sept. 7
Vermilion.....	University of South Dakota.....	W. Franklin Jones, Ph. D.	June 17	July 27
Yankton.....	Yankton College.....	G. H. Scott.....	do.....	Do.
TENNESSEE.				
Harrogate.....	Lincoln Memorial University.....	Boyd A. Wise, Ph. D.	May 13	Aug. 2
Johnson City.....	East Tennessee State Normal School.....	Sidney G. Gilbreath.....	June 11	July 20
Knoxville.....	Summer School of the South (University of Tennessee).	Brown Ayres, Ph. D.	June 18	July 27
Memphis.....	West Tennessee State Normal School.....	J. W. Brister.....	June 10	July 19
Murfreesboro.....	Middle Tennessee State Normal School.....	R. L. Jones.....	June 3	July 15
Nashville.....	George Peabody College for Teachers.....	Bruce R. Payne.....	June 15	Sept. 1
Do.....	Tennessee Agricultural and Industrial State Normal School (negro).	W. J. Hale.....	June 5	July 15
Ooltewah.....	Southern Training School ¹		June 1	July 16
Quebeck.....	Webb Summer School.....	E. T. Price.....	June 15	Aug. 9
Sewanee.....	University of the South.....	A. W. Knight, D. D.	do.....	Sept. 1
TEXAS.				
Ablene.....	Simmons College:			
	Summer normal.....	J. D. Sandaker.....	June 4	July 20
	Summer school.....	do.....	do.....	Aug. 27
Alpine.....	Summer normal.....	E. E. Bentley.....	June 3	July 13
Austin.....	Summer normal (negro).....	C. H. Yancey.....	June 1	July 31
Do.....	University of Texas:			
	Summer normal.....	Frederick Eby.....	June 12	July 25
	Summer school (two terms).....	do.....	do.....	Sept. 3
Belton.....	Baylor College:			
	Summer normal.....	Peyton Jacob.....	June 6	July 27
	Summer quarter.....	W. M. W. Splawn.....	do.....	Aug. 11
Bonham.....	Summer normal.....	L. F. Connell.....	June 4	July 14
Brenham.....	Blinn Summer Normal.....	C. N. Shaver.....	do.....	July 19
Do.....	Summer normal (negro).....	C. H. Hogan.....	June 6	July 15
Brownwood.....	Summer normal.....	V. L. Griffin.....		
Canyon.....	West Texas State Normal College:			
	Summer normal.....	R. B. Cousins.....	June 5	July 27
	Summer school.....	do.....	do.....	Aug. 12
Cisco.....	Summer normal.....	H. B. Loftand.....	June 1	Aug. 1
Clarendon.....	do.....	W. A. McIntosh.....	do.....	July 15
Clarksville.....	do.....	P. M. Brickley.....	June 3	July 26
Claburne.....	do.....	F. A. Ashmore.....	do.....	July 11
College Station.....	Agricultural and Mechanical College of Texas:			
	Summer normal.....	W. D. Notley.....	do.....	July 17
	Summer session.....	J. Oscar Morgan, Ph. D.	do.....	July 27
Comanche.....	Summer normal.....	A. R. Jarrett.....		
Commerce.....	East Texas Normal College:			
	Summer normal.....	R. M. Parker.....	June 5	July 25
	Summer school.....	M. S. Mayo.....	do.....	Aug. 25
Cooper.....	Summer normal.....	O. R. Bridges.....	June 4	July 27
Corpus Christi.....	do.....	C. A. Peterson.....	do.....	Do.
Crockett.....	Summer normal (negro).....	J. W. Hogg.....	June 1	July 31
Dallas.....	Southern Methodist University.....	John W. Barton.....	June 15	Aug. 1
Do.....	Summer normal.....	S. M. N. Marrs.....	June 13	Do.
Do.....	Summer normal (negro).....	N. W. Harlee.....		
Deatur.....	Summer normal.....	Brandon Trussell.....	June 5	July 19
Denton.....	College of Industrial Arts:			
	Summer normal.....	W. W. Lackey.....	June 11	Sept. 1
	Summer quarter.....	F. M. Bralley.....	June 1	Do.

¹ No session in 1917.

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal In 1917.	Probable date of session of 1918.	
			Opening.	Close.
TEXAS—continued.				
Denton	North Texas State Normal College: Summer normal.....	P. E. McDonald	June 5	Aug. 10
Eustace.....	Summer school.....	W. H. Bruce.....	do.....	Do.
Fort Worth.....	Summer normal.....	T. L. Smith.....	June 1	Aug. 1
Do.....	Summer normal (negro).....	W. O. Bundy.....	June 5	July 15
Galveston.....	Texas Christian University Sum- mer School and Normal.....	W. H. Batson, Ph.D.....	June 11	July 26
Georgetown.....	Summer school of public school music.....	Elfreda Littlejohn.....	June 15	July 6
Georgetown.....	Southwestern University: Summer normal.....	C. A. Nichols.....	June 1	June 30
Graveland.....	Summer school.....	do.....	June 18	Aug. 31
Henrietta.....	Summer normal.....	Donald McDonald.....	June 5	July 31
Hondo.....	do.....	C. F. Walker.....	do.....	Do.
Honey Grove.....	Summer normal (negro).....	W. N. Seathoff.....	do.....	Do.
Houston.....	Summer normal.....	H. W. Terry.....	June 1	July 31
Huntsville.....	Sam Houston State Normal Insti- tute Summer School and Normal.....	A. F. English.....	do.....	Aug. 12
Jacksboro.....	Summer normal.....	H. F. Esdill.....	do.....	July 25
Kosse.....	do.....	J. W. Fulcher.....	do.....	July 25
Marshall.....	do.....	J. S. Rasco.....	do.....	July 25
Do.....	Summer normal (negro).....	H. E. Watters.....	June 4	July 26
Meridian.....	Summer normal.....	H. B. Pemberton.....	June 3	July 11
Mincoala.....	do.....	George W. Harris.....	do.....	Do.
Mission.....	do.....	T. O. Craddock.....	do.....	Do.
Palacios.....	do.....	E. W. Nance.....	do.....	Do.
Paris.....	do.....	H. L. B. Skinner.....	June 1	July 25
Port Arthur.....	do.....	C. W. Bolin.....	do.....	Do.
Port Lavaca.....	do.....	E. W. Bartholomae.....	June 15	July 20
Prairie View.....	do.....	S. W. Henderson.....	June 1	Aug. 1
Rusk.....	Prairie View Normal and Indus- trial College (negro).....	I. M. Terrell.....	June 4	Aug. 2
San Antonio.....	Summer normal.....	A. H. Fulbright.....	June 11	Aug. 30
Do.....	Our Lady of the Lake College.....	Mother M. Philothea.....	do.....	Do.
San Marcos.....	Summer normal.....	Marshall Johnston.....	June 13	July 26
Seguin.....	Southwest Texas State Normal School, summer school and nor- mal.....	C. E. Evans.....	June 7	Aug. 15
Sherman.....	Summer normal (negro).....	G. J. Hersey.....	June 5	July 12
Stephenville.....	Summer normal.....	George W. Acton.....	do.....	Do.
Sulphur Springs.....	John Tarleton College, summer school and normal.....	Jas. F. Cox.....	June 10	Aug. 2
Tehuacana.....	Summer normal.....	John Hurley.....	do.....	Do.
Texarkana.....	do.....	J. C. Williams.....	June 13	July 25
Timpson.....	do.....	Chas. H. Finley.....	June 3	Do.
Tyler.....	do.....	G. H. Hart.....	June 1	Aug. 1
Waco.....	Summer normal (negro).....	W. H. Seals.....	do.....	Do.
Do.....	Baylor University: Summer normal.....	S. P. Brooks, LL. D.....	June 10	July 19
Do.....	Summer quarter.....	do.....	do.....	Aug. 30
Do.....	Summer normal (negro).....	B. L. Clark.....	do.....	Do.
Waxahachie.....	Trinity University: Summer normal.....	R. A. Mills.....	June 12	Aug. 15
Weatherford.....	Summer school.....	S. L. Hornbeak.....	do.....	Do.
Woodville.....	Summer normal.....	V. P. Craven.....	do.....	Do.
Yonkum.....	do.....	P. I. Hunter.....	June 1	July 10
	do.....	J. C. Cochran.....	do.....	July 30
UTAH.				
Logan.....	Agricultural College of Utah.....	James H. Linford.....	June 5	July 12
Provo.....	Church Teachers College (Brigham Young University).....	G. H. Brimhall.....	do.....	Aug. 25
Salt Lake City.....	University of Utah.....	Milton Bannion.....	June 10	July 19
VERMONT.				
Burlington.....	University of Vermont.....	J. F. Messenger, Ph.D.....	July 8	Aug. 12
Castleton.....	State Normal School.....	Charles A. Adams.....	July 1	Aug. 1
Johnson.....	do.....	Bessie B. Goodrich.....	do.....	Aug. 10
Middlebury.....	Middlebury College.....	Raymond McFarland.....	June 29	Aug. 9
Northfield.....	Norwich University.....	H. R. Roberts.....	July 1	Sept. 1
VIRGINIA.				
Abingd.....	Summer normal school.....	F. B. Fitzpatrick.....	June 20	July 20
Blacks.....	Virginia Polytechnic Institute.....	J. B. McBryde.....	June 18	Aug. 2

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Close.
VIRGINIA—continued.				
Cambria.....	Christiansburg summer school (negro).	E. A. Long.....	June 20	July 21
Charlottesville.....	University of Virginia.....	Chas. G. Maphis.....	June 18	Aug. 1
Chase City.....	Summer normal school (negro).....	B. S. Burks.....	June 20	July 20
Dublin.....	College of William and Mary.....	James S. Wilson, Ph. D.....	do.....	Aug. 17
East Radford.....	State Normal School for Women.....	J. P. McConnell.....	June 15	July 27
Farmville.....	State Summer Normal and School of Elementary Methods.	J. L. Jarman, LL.D.....	June 11	July 21
Fredericksburg.....	State Normal School for Women.....	E. H. Russell.....	do.....	Do.
Galax.....	Summer Normal School.....	B. M. Cox.....	June 18	July 20
Hampton.....	Hampton Normal and Agricultural Institute (negro).	George P. Phenix.....	do.....	do.
Harrisonburg.....	State Normal and Industrial School for Women.	Wm. T. Sanger, Ph. D.....	June 10	Aug. 30
Lawrenceville.....	St. Paul Normal and Industrial School (negro).	Jas. S. Russell.....	June 19	July 20
Louisa.....	Summer Normal School (negro).....	Frank Trigg.....	do.....	do.
Luray.....	Summer Normal School.....	W. H. Cooke.....	June 17	July 17
Manassas.....	Manassas Industrial School for Colored Youth.	Fred. D. Morton.....	June 20	July 20
Martinsville.....	Summer Normal School.....	T. H. Phelps.....	do.....	Do.
Norfolk.....	do.....	Jas. Hurst.....	do.....	July 18
Do.....	Summer Normal School (negro).....	T. C. Erwin.....	June 19	July 16
Petersburg.....	Virginia Normal and Industrial Institute (negro).	John M. Gandy.....	June 17	July 29
Richmond.....	Virginia Union University (negro).	Geo. R. Hovey, D. D.....	June 18	July 27
Rocky Mount.....	Summer Normal School (negro).....	W. F. Grasty.....	June 19	July 19
Willis.....	Mountain Normal School.....	J. H. Rutrough.....	Apr. 1	July 1
WASHINGTON.				
Bellingham.....	State Normal School.....	G. W. Nash.....	May 1	July 6
Centralia.....	Centralia Summer Normal.....	E. S. Wooster.....	June 3	July 20
Cheney.....	State Normal School.....	J. E. Buchanan.....	June 1	Aug. 1
Ellensburg.....	do.....	Geo. H. Black.....	June 3	July 26
Friday Harbor.....	Puget Sound Marine Station.....	T. C. Frye.....	June 24	Aug. 3
North Yakima.....	Y. M. C. A. Summer School.....	S. C. Shrader.....	July 3	Aug. 5
Pullman.....	State College of Washington.....	A. A. Cleveland.....	June 17	July 26
Puyallup.....	Summer School of Agriculture (State College of Washington).	Frank O. Kreager.....	June 20	Aug. 1
Seabeck.....	Missionary Education Movement.....	Rev. J. H. Matthews.....	July 29	Aug. 7
Seattle.....	Northwest Summer Normal.....	Chas. Fagan.....	June 17	July 26
Do.....	University of Washington.....	Frederick E. Bolton.....	June 18	Aug. 31
Do.....	Y. M. C. A. Summer School.....	H. A. Woodcock.....	June 15	Aug. 1
Spokane.....	Summer High and Normal School.....	Henry M. Hart.....	June 10	July 26
Do.....	Zaner Method Summer School.....	C. E. Baten.....	July 1	July 27
Tacoma.....	College of Puget Sound.....	W. S. Davis.....	June 17	Aug. 16
Vancouver.....	Washington State School for the Blind, Summer School for Adults.	Sadie E. Hall.....	June 13	Sept. 13
WEST VIRGINIA.				
Athens.....	Concord State Normal School.....	L. B. Hill.....	June 18	Aug. 7
Bethany.....	Bethany College.....	W. H. Cramblet, Ph. D.....	June 20	Aug. 1
Buckhannon.....	West Virginia Wesleyan College.....	B. F. Haught.....	June 13	Aug. 8
Elkins.....	Davis and Elkins College.....	do.....	June 17	Aug. 1
Fairmont.....	State Normal School.....	O. G. Wilson.....	do.....	Do.
Glenville.....	do.....	E. G. Rohrbaugh.....	do.....	Aug. 10
Huntington.....	Marshall College State Normal School.	R. M. Wylie.....	June 15	July 27
Institute.....	West Virginia Collegiate Institute (negro). ¹	do.....	June 17	Do.
Morgantown.....	West Virginia University.....	Waitman Barbe, Litt. D.	do.....	Aug. 17
Ripley.....	Ripley Summer Normal School.....	A. S. Lee.....	Apr. 20	July 20
Ronceverte.....	Camp Ronceverte.....	Gibbes Lykes.....	June 20	Aug. 28
Salem.....	Salem College.....	H. G. Acker.....	do.....	Aug. 17
Shepherdstown.....	Shepherd College State Normal School.	C. B. Clark, Ph. D.....	June 11	July 31
Terra Alta.....	Summer School for Teachers.....	F. W. Gandy.....	do.....	do.
West Liberty.....	State Normal School.....	John C. Shaw.....	June 17	July 26

1 No session in 1917.

XIX.—SUMMER SCHOOL DIRECTORS—Continued.

Location.	Summer school.	Director or principal in 1917.	Probable date of session of 1918.	
			Opening.	Close.
WISCONSIN.				
Berlin	Green Lake County Training School	C. D. Lamberton	June 19	July 28
La Crosse	State Normal School	F. A. Cotton	June 17	Aug. 20
Madison	Camp Indianola Tutorial School (boys).	F. G. Mueller	July 1	Aug. 26
Do	University of Wisconsin	S. H. Goodnight	June 24	Aug. 2
Menomonie	Stout Institute	G. F. Buxton	July 30	Aug. 31
Milwaukee	Marquette University	Rev. J. A. Murphy, S. J.	June 24	Aug. 2
Do	National German-American Teach- ers' Seminary.	Max Griebesch	July 8	Aug. 9
Do	State Normal School	C. G. Pearse	June 24	Aug. 2
Monroe	Green County Training School	C. H. Dietz	June 10	Aug. 10
New London	Waupaca County Training School ¹.	.....	June 15	Aug. 15
Oshkosh	Algoma Kamp (Read School for boys).	Henry E. Polley	July 2	Aug. 25
Do	State Normal School	John A. H. Keith	June 10	July 19
Platteville	do	Asa M. Royce	June 15	Aug. 15
River Falls	do	J. W. Crabtree	June 12	July 27
Stevens Point	do	John F. Sims	June 18	Do.
Superior	do	V. E. McCaskill, Ph.D.	July —	Aug. —
Whitewater	do	Jas. C. Reed	June 24	Aug. 2
Williams Bay	Missionary Education Movement	R. E. Diffendorfer	July 26	Aug. 4
Do	Y. M. C. A. College	Frank H. Burt, LL.D.	June 28	July 27
WYOMING.				
Laramie	University of Wyoming	J. O. Creager	June 17	July 26

¹ No session in 1917.

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES.

Location.	Name of library.	Librarian.	Number bound volumes
ALABAMA.			
Birmingham.....	Public Library.....	Carl H. Milam.....	54,518
Ensley.....	do.....	Anne C. Jungermann.....	5,000
Gadsden.....	do.....	Lena Martin.....	6,000
Mobile.....	Mobile Public Library.....	Emma L. Sinclair.....	7,000
Montgomery.....	State and Supreme Court Library.	J. M. Riggs.....	45,043
Selma.....	Carnegie Library.....	Bettie Keith.....	6,879
Talladega.....	Public Library.....	Mrs. Marie Fehet.....	9,525
ARIZONA.			
Bisbee.....	Copper Queen Library.....	Carrie G. Vall.....	8,385
Phoenix.....	Public Library.....	Addie P. Ingalls.....	19,600
Do.....	State Library.....	Con P. Cronin.....	125,000
Prescott.....	Public Library.....	Mrs. Florence G. Emerson.....	2,500
Tucson.....	Carnegie Free Library.....	Mrs. J. H. Batte.....	11,000
ARKANSAS.			
Fort Smith.....	Carnegie City Library.....	Mary R. Hynes.....	7,819
Little Rock.....	Public Library.....	Dorothy D. Lyon.....	25,800
CALIFORNIA.			
Alameda.....	Free Library.....	Mrs. Marcella H. Krauth.....	51,440
Alhambra.....	Public Library.....	Mrs. Mary P. Smith.....	17,225
Bakersfield.....	Beale Memorial Free Public Library.	Sarah E. Bedinger.....	24,136
Do.....	Kern County Free Library.....	Mrs. Julia G. Babcock.....	40,000
Berkeley.....	Public Library.....	Carleton B. Joeckel.....	67,200
Chico.....	do.....	Laura A. Sawyers.....	7,491
Chula Vista.....	Free Public Library.....	Kathryn E. Burke.....	1,449

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES.

Location.	Name of Library.	Librarian.	Number bound volumes.
CALIFORNIA—continued.			
Colton	Public Library	Mrs. Anna E. Spragins	7,992
Colusa	do.	Belle Crane	5,198
Corona	do.	Helen L. Coffin	7,003
Coronado	do.	Anna Alsbrook	7,006
Covina	do.	Mrs. Henrietta M. Faulder	8,001
El Centro	Imperial County Free Library	Mrs. Thomas Beaman	14,000
Do	Public Library	Agnes F. Ferris	7,800
Eureka	Free Library	Henry A. Kendal	10,190
Do	Humboldt County Free Library	Ida M. Reagan	10,634
Exeter	Carnegie Library	Mrs. A. O. Woodworth	1,609
Fairfield	Solano County Free Library	Clara B. Dills	12,634
Fresno	County Free Library	Sarah E. McCardie	32,111
Do	Public Library	do.	23,106
Grass Valley	do.	Mrs. O. M. Parsons	4,121
Hanford	Free Public Library	Marion L. Schumacher	6,731
Do	Kings County Free Library	Katherine Post Ferris	26,476
Hayward	Free Library	Elizabeth Creelman	5,613
Hemet	Free Public Library	Mrs. Allison Aylesworth	2,900
Independence	Inyo County Free Library	Blanche Chalfant	6,514
Long Beach	Public Library	Zaldee Brown	45,397
Los Angeles	Los Angeles County Free Library	Celia Gleason	154,521
Do	Public Library	Everett R. Perry	300,463
Los Gatos	do.	Mrs. M. C. Proctor	7,763
Madera	Madera County Free Library	Mary E. Glock	18,066
Martinez	Contra Costa County Free Library	Mrs. Alice G. Whitbeck	31,906
Marysville	City Library	Mary E. Subers	9,000
Merced	Merced County Free Library	Winifred H. Bigley	22,787
Modesto	Stanislaus County Free Library	Cornelia D. Provines	15,836
Monrovia	Public Library	Elynn T. Hill	7,049
Napa	Goodman Library	C. B. Seeley	14,829
National City	Public Library	Lilla B. Dailey	8,017
Nevada City	Free Public Library	Mrs. M. Fuller	5,699
Oakland	Free Library	Charles S. Greene	182,890
Do	Free Library, Alameda County Department	Mary J. Barnby	40,286
Oceanside	Public Library	H. D. Brodie	7,399
Ontario	do.	Miss K. A. Monroe	9,510
Orange	Free Public Library	Clara C. Field	7,381
Orville	Butte County Free Library	Esma M. Culver	17,395
Oxnard	Public Library	Ethel Carroll	5,899
Do	do.	Elizabeth S. Jones	7,776
Pacific Grove	do.	Frances D. Patterson	11,900
Palo Alto	do.	Nellie M. Russ	59,495
Pasadena	do.	Sara Frances Cassidy	11,474
Petaluma	do.	Sarah M. Jacobus	34,127
Pomona	do.	Allice Gardner	45,000
Red Bluff	Herbert Kraft Free Library	Artema M. Chapin	31,353
Redlands	A. K. Smiley Public Library	Della M. Wiley	16,402
Richmond	Public Library	Joseph F. Daniels	66,990
Riverside	do.	Lauren W. Ripley	120,000
Sacramento	City Library	do.	47,102
Do	Sacramento County Free Library		
Do	State Library	Milton J. Ferguson	191,160
Salinas	Monterey County Free Library	Anne Hadden	14,000
San Bernardino	Public Library	May Coddington	19,063
Do	San Bernardino County Free Library	Caroline S. Waters	19,893
San Diego	Public Library	Althesa H. Warren	72,786
Do	San Diego County Free Library	Jennie Herman	25,129
San Francisco	Public Library	Robert Rea	191,990
San Jose	Free Public Library	Charles F. Woods	28,000
Do	Santa Clara County Free Library	Stella Huntington	18,864
San Luis Obispo	Free Public Library	Mrs. E. L. Kellogg	14,041
San Mateo	Public Library	Inez M. Crawford	9,893
San Rafael	do.	May Cooper	11,071
Santa Ana	Free Public Library	Jeanette E. McFadden	17,796
Santa Barbara	do.	Mrs. Frances B. Linn	47,574
Santa Cruz	Public Library	Minerva H. Waterman	20,393
Santa Monica	do.	Elde A. Moss	24,715
Santa Rosa	Free Public Library	Margaret A. Barnett	26,499
Sierra Madre	Public Library	Mrs. F. B. Wheatley	6,694
South Pasadena	do.	Mrs. Nellie E. Keith	15,896
Stockton	Free Public Library	Hattie M. Mann	74,211
Tulare	do.	Mrs. Rosa D. Reardon	7,697
Vallejo	Public Library	L. G. Doyle	12,787
Ventura	do.	Florence Vandever	6,063

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES.

Location.	Name of library.	Librarian.	Number bound volumes.
CALIFORNIA—continued.			
Visalia.....	Free Library.....	Mrs. M. J. McEwen.....	6,875
Do.....	Tulare County Free Library.....	Mrs. Bessie H. Twaddle.....	30,000
Watsonville.....	Carnegie Public Library.....	Belle M. Jenkins.....	8,000
Whittier.....	Public Library.....	Jessie Harris.....	12,588
Willows.....	Glenn County Free Library.....	Laura Robson.....	6,424
Woodland.....	Yolo County Free Library.....	Eleanor Hitt.....	28,679
Yreka.....	Slakiyou County Free Library.....	Bessie B. Silverthorn.....	10,000
COLORADO.			
Boulder.....	Public Library.....	Lena R. Fenton.....	8,665
Canon City.....	do.....	Ruth Lewis.....	7,331
Colorado Springs.....	do.....	Lucy W. Baker.....	30,000
Denver.....	do.....	Chalmers Hadley.....	186,748
Do.....	State Library.....	Mary C. C. Bradford.....	50,000
Durango.....	Public Library.....	Sadie K. Sullivan.....	8,220
Fort Collins.....	do.....	Elfreda Stebbins.....	12,585
Grand Junction.....	Carnegie Public Library.....	Camille Wallace.....	7,000
Greeley.....	Public Library.....	Elma A. Wilson.....	12,500
La Junta.....	Young Folks Library.....	Ethel Helm.....	18,772
Leadville.....	Public Library.....	Louise S. Adams.....	6,439
Longmont.....	do.....	Rebecca Day.....	5,665
Ouray.....	Walsh Public Library.....	Mrs. Minnie M. Nowlan.....	9,128
Pueblo.....	McClelland Public Library.....	Mary L. Strang.....	30,008
Trinidad.....	Public Library.....	Andrew J. Floyd.....	18,998
CONNECTICUT.			
Ansonia.....	Ansonia Library.....	Anne Richards.....	24,600
Bradford.....	Blackstone Memorial Library.....	Charles N. Baxter.....	35,394
Bridgeport.....	Public Library.....	Calhoun Latham.....	69,227
Bristol.....	do.....	Charles L. Wooding.....	33,853
Canaan.....	Douglas Library.....	Mrs. Nellie A. Preston.....	6,201
Cheshire.....	Public Library.....	Mary E. Baldwin.....	6,800
Colchester.....	Cragin Memorial Library.....	Mary A. Leal.....	6,289
Columbia.....	Saxton B. Little Free Library.....	Lillian W. Rice.....	6,537
Cornwall.....	Library Association.....	Mary J. Whitney.....	5,666
Danbury.....	Danbury Library.....	Ella R. MacDowell.....	23,906
Danielson.....	Free Public Library.....	Henry M. Danielson.....	11,200
Darien.....	Free Library.....	Emily Gall.....	6,000
Derby.....	Derby Neck Library.....	Mary A. Hurley.....	16,000
Do.....	Public Library.....	Minnie B. Cotten.....	28,300
Durham Center.....	Durham Public Library.....	Gertrude L. Hart.....	6,000
East Hartford.....	Public Library.....	Jessie W. Hayden.....	10,000
Ellington.....	Hall Memorial Library.....	Alice E. Pinney.....	7,000
Fairfield.....	Memorial Library.....	Emma F. Wakeman.....	11,008
Farmington.....	Village Library.....	Mrs. T. H. Root.....	7,880
Greenwich.....	Greenwich Library.....	Ella M. Brush.....	9,575
Groton.....	Bill Memorial Library.....	Abbey M. Clarke.....	7,051
Hartford.....	Case Memorial Library.....	Charles Snow Thayer.....	110,000
Do.....	Public Library.....	Caroline M. Hewins.....	130,000
Do.....	State Library.....	George S. Godard.....	200,000
Litchfield.....	Wolcott and Litchfield Circulating Library.....	Katharine Baldwin.....	13,858
Lyme.....	Phoebe Griffin Noyes Library.....	Bessie Connolly.....	8,019
Madison.....	E. C. Scranton Memorial Library.....	Evelyn Meriwether.....	9,690
Meriden.....	Curtis Memorial Library.....	Corinne A. Deason.....	24,330
Middletown.....	Levi E. Coe Public Library.....	Lily M. Terrill.....	6,690
Middletown.....	Russell Library.....	Laura F. Philbrook.....	23,009
Milford.....	Taylor Library.....	Howard C. Meserve.....	11,500
Moodus.....	East Haddam Public Library.....	Blanche R. Boyd.....	8,100
Mystic.....	Mystic and Noank Library.....	Genevra E. Ricker.....	7,268
Naugatuck.....	Howard Whittemore Memorial Library.....	E. M. Goodyear.....	13,757
New Britain.....	New Britain Institute.....	Anna G. Rockwell.....	55,900
New Canaan.....	New Canaan Library.....	Stella Waters.....	9,331
New Haven.....	Free Public Library.....	Willis K. Stetson.....	130,000
New London.....	Public Library.....	Frederick W. Edgerton.....	37,841
New Milford.....	do.....	Elizabeth H. Noble.....	11,200
Newtown.....	Beach Memorial Library.....	Abbie L. Peck.....	5,000
Norfolk.....	Norfolk Library.....	Emilie H. Hamant.....	20,022
Northfield.....	Gilbert Library.....	Mrs. E. A. Hopkins.....	5,177
North Granby.....	Frederick H. Cossitt Library.....	Helen M. Shaw.....	8,064
Norwalk.....	Public Library.....	Dorothy Stone Pinneo.....	15,260
Norwich.....	Otis Library.....	Imogene A. Cash.....	42,921
Do.....	Peck Library.....	Helen Marshall.....	17,000
Old Saybrook.....	Acton Library.....	Sarah G. Grannis.....	7,438
Pomfret.....	Pomfret Library.....	M. L. Harvey.....	7,500

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES.

Location.	Name of library.	Librarian.	Number bound volumes.
CONNECTICUT—continued.			
Portland	Buck Library	Frances P. Robinson	6,100
Putnam	Free Public Library	Emma J. Kinney	7,122
Ridgefield	Ridgefield Library	Jennie Smith	9,867
Rockville	Public Library	Edith M. Peck	12,879
Salisbury	Scoville Memorial Library	Charlotte B. Norton	11,000
Seymour	Public Library	Roetta Danbury	7,584
Sharon	Hotchkiss Memorial Library	Mary C. Mackey	7,633
Shelton	Plumb Memorial Library	Jessamine Ward	16,200
Simsbury	Free Library	Carrie L. MacRoy	13,105
South Manchester	do	Louise L. Bartlett	13,635
South Norwalk	Public Library	Agnes L. Blanchard	12,656
Southington	do	Mrs. Charles H. Bissell	6,826
Southport	Pequot Library	Gertrude Whittemore	41,004
Stafford Springs	Stafford Public Library	Anna Heald	6,375
Stamford	Ferguson Library	Alice M. Colt	32,349
Stonington	Free Library	Mrs. K. Hahn	7,000
Stratford	Library Association	Frances B. Russell	17,301
Suffield	Kent Memorial Library	Madeline H. Spencer	19,286
Thomaston	Public Library	Martha E. Potter	6,082
Thompsonville	Enfield Public Library	Lillian V. Bailey	6,954
Torrington	Torrington Library	Louise T. Mason	14,481
Uncasville	Raymond Library	Lucy P. Scholfield	5,811
Wallingford	Public Library	Minnie E. Gedney	12,380
Washington	Gunn Memorial Library	Fanny P. Brown	5,600
Waterbury	Stilas Bronson Library	Helen Sperry	100,245
Watertown	Library Association	Jennie M. Smith	9,411
Westport	Public Library	Edith E. Vall	7,200
Wethersfield	do	Mrs. R. D. Vosburgh	7,200
Willimantic	Dunham Hall Library	Mrs. Hattie B. Gates	6,440
Do	Public Library	Bell B. Rigglesman	9,400
Winsted	Beardsley Library	Dorothy Whiting	14,308
DELAWARE.			
Dover	State Library	Earle D. Willey	50,000
New Castle	New Castle Library	Ruth E. Stewart	7,000
Odesa	Corbit Library	May C. Ence	7,600
Wilmington	Wilmington Institute Free Library	Arthur L. Bailey	8,536
DISTRICT OF COLUMBIA.			
Washington	Army War College	Maj. J. R. M. Taylor	100,000
Do	Library of Congress	Herbert Putnam	2,537,922
Do	Pan American Union (Columbus Memorial Library)	Charles E. Babcock	35,708
Do	Peabody Library	Rea Nelson Gilbert	9,000
Do	Public Library	George F. Bowerman	197,488
Do	U. S. Department of Agriculture	Charles E. Barnett	140,000
Do	Weather Bureau	C. Fitzhugh Talman	36,300
Do	U. S. Department of Commerce	Anne G. Cross	75,000
Do	Bureau of Fisheries	Rose M. MacDonald	20,000
Do	Bureau of Standards	A. Fantl	14,929
Do	Coast and Geodetic Survey	William A. Masker, jr.	10,000
Do	U. S. Department of the Interior		
Do	Bureau of Education	John D. Wolcott	150,000
Do	Bureau of Mines	Mrs. Edith Spofford	14,000
Do	Geological Survey	Julia L. V. McOrd	125,000
Do	Patent Office	H. H. Hogan	75,100
Do	U. S. Department of Justice	George Kearney	50,000
Do	U. S. Department of Labor	Laura A. Thompson	35,000
Do	U. S. Department of the Navy	Charles W. Stewart	75,000
Do	Naval Observatory	William D. Horgan	20,257
Do	U. S. Department of State, Bureau of Rolls and Library	John A. Tonner	76,000
Do	U. S. Department of the Treasury	Emma M. V. Triefel	12,280
Do	Bureau of Public Health Service	D. S. Masterson	8,000
Do	Office of Solicitor of the Treasury	James S. Maddux	8,000
Do	U. S. Department of War (Surgeon General's Office)	Lieut. Col. C. C. McCulloch, Jr.	194,064
Do	U. S. Interstate Commerce Commission	Leroy S. Boyd	15,000
Do	U. S. Public Documents Library	Sarah Ambler	103,533
Do	U. S. Senate Library	Edward C. Goodwin	250,000
Do	U. S. Smithsonian Institution	Paul Brockett	132,079
Do	Bureau of American Ethnology	Ella Leary	21,775
Do	U. S. Soldiers' Home Library	Mary V. Schick	14,069

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES.

Location.	Name of library.	Librarian.	Number bound volumes.
FLORIDA.			
Jacksonville.....	Public Library.....	Lloyd W. Josselyn.....	41,679
St. Augustine.....	Free Public Library.....	Elizabeth Monk.....	9,000
Tampa.....	Public Library.....	Helen V. Stelle.....	6,000
GEORGIA.			
Atlanta.....	Carnegie Library.....	Tommie Dora Barker.....	83,616
Do.....	State Library.....	Mrs. Maud B. Cobb.....	68,000
Columbus.....	Public Library.....	Mrs. Nina Holstead.....	12,562
Cordele.....	Carnegie Library.....	Louise O. Bercaw.....	4,212
Griffin.....	Hawkes' Free Children's Library.....	Martha A. Kendrick.....	1,235
Macon.....	Price Free Library.....	Minnie F. Rice.....	6,880
Marietta.....	Clarke Library Association.....	Mabel C. Cortelyou.....	6,000
Montezuma.....	Carnegie Library.....	Mrs. Nettie Wilson.....	4,180
Newman.....	.....do.....	Katherine Powell.....	8,450
Savannah.....	Public Library.....	C. Seymour Thompson.....	25,000
Thomasville.....	.....do.....	Mary H. Hansell.....	5,000
Valdosta.....	Carnegie Library.....	Ruth Credille.....	3,292
Washington.....	Mary Willis Library.....	Mrs. Hardman T. Wood.....	12,000
IDAHO.			
Boise.....	Carnegie Public Library.....	Ethel Mitchell.....	17,500
Do.....	State Law Library.....	Mrs. Stella B. Balderstone.....	30,000
Lewiston.....	Carnegie Library.....	Margaret G. Guyer.....	10,000
Pocatello.....	Carnegie Public Library.....	Martha L. Christian.....	4,820
ILLINOIS.			
Alton.....	Jennie D. Hayner Library Association.....	Harriet C. Dolbee.....	16,000
Aurora.....	Public Library.....	James Shaw.....	35,306
Batavia.....	.....do.....	Cassie W. Stephens.....	10,200
Belleville.....	.....do.....	A. M. Wolleson.....	22,645
Belvidere.....	Ida Public Library.....	Elizabeth Ballard.....	12,673
Bloomington.....	Withers Public Library.....	Nellie E. Parham.....	30,000
Blue Island.....	Public Library.....	Louise Denton.....	7,982
Cairo.....	.....do.....	Mrs. L. L. Powell.....	21,500
Cambridge.....	Township Public Library.....	Mrs. Elizabeth Hawks.....	8,000
Canton.....	Parlin Public Library.....	Mrs. Josephine H. Resor.....	10,553
Carthage.....	Free Public Library.....	Mrs. Elizabeth E. Pennock.....	5,451
Centralia.....	Public Library.....	Celia M. Miles.....	7,265
Champaign.....	.....do.....	Ethel G. Kratz.....	22,071
Charleston.....	Carnegie Library.....	Margaret A. Gramesly.....	8,214
Chicago.....	John Crerar Library.....	Clement W. Andrews.....	375,342
Do.....	Municipal Reference Library.....	Frederick Rex.....	22,397
Do.....	Newberry Library.....	W. N. C. Carlton.....	368,820
Do.....	Public Library.....	Henry E. Legler.....	806,172
Chicago Heights.....	Free Public Library.....	Estella A. Cosmaart.....	9,591
Chillicothe.....	Chillicothe Township Free Public Library.....	Gladys E. Carroll.....	1,561
Clinton.....	Vespasian Warner Public Library.....	Lillian Kent.....	13,415
Danville.....	Public Library.....	Josephine E. Durham.....	34,150
Decatur.....	Free Public Library.....	Mrs. Alice G. Evans.....	37,861
DeKalb.....	Haish Library.....	Josephine M. Jandell.....	21,637
Dixon.....	Public Library.....	Mary F. Wynn.....	16,071
Earlville.....	.....do.....	Fanny M. Burlingame.....	6,700
East St. Louis.....	.....do.....	J. Lyon Woodruff.....	30,949
Edwardsville.....	Free Public Library.....	Sarah Coventry.....	4,200
Elgin.....	Gall Borden Public Library.....	Katherine L. Abbott.....	49,000
Evanston.....	Public Library.....	Marcus Skarstedt.....	57,560
Fairbury.....	Dominic Memorial Library.....	Sarah R. Line.....	5,575
Freeport.....	Public Library.....	Harriet Lane.....	36,432
Galena.....	.....do.....	Ava E. Hurst.....	9,503
Galesburg.....	Free Public Library.....	Anna F. Hoover.....	48,743
Geneseo.....	Public Library.....	Ella L. Sawyer.....	12,000
Geneva.....	.....do.....	Gertrude E. Aiken.....	7,500
Gilman.....	Douglas Township Library.....	Kate D. Ferguson.....	5,600
Griggsville.....	Public Library.....	Mary Gibbs.....	3,883
Harvard.....	Delos F. Diggins Library.....	Ida How Gehrig.....	6,095
Harvey.....	Public Library.....	Sarah Daniels.....	3,900
Highland Park.....	.....do.....	Ruth W. Judd.....	10,700
Hinsdale.....	.....do.....	Mrs. Ella F. Ruth.....	7,100
Hoopeston.....	.....do.....	Zellaette Troy.....	10,000
Jacksonville.....	.....do.....	Lydia M. Barrette.....	21,765
Joliet.....	.....do.....	Mrs. Rena M. Barickman.....	40,000
Kankakee.....	.....do.....	Rose M. Mather.....	11,568
Kewanee.....	.....do.....	Eva Cloud.....	16,221

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES.

Location.	Name of library.	Librarian.	Number bound volumes.
ILLINOIS—continued.			
Knoxville	Public Library	Mrs. Charity A. Penn	2,380
La Grange	Free Public Library	Louise E. DeWitt	9,890
Lake Forest	Public Library	Frances E. Kemp	12,845
La Salle	do.	Kathryne G. Coleman	10,000
Lincoln	do.	Ida M. Webster	16,000
Litchfield	Free Public Library	Mary D. Wallace	4,500
Macomb	do.	Mahala Phelps	12,514
Marion	Marion Carnegie Library	Mary Williams	2,070
Mattoon	Public Library	Blanche Gray	9,880
Maywood	do.	Grace M. Rogers	7,565
Mendota	Graves Public Library	Sadie Wilcox	7,900
Minonk	Filger Library	Edith H. Ford	3,140
Moline	Public Library	Minnie Kohler	24,465
Monticello	Allerton Public Library	Lena Bragg	6,998
Morrison	Odell Public Library	Anna E. Corcoran	6,080
Naperville	Nichols Library	Mary B. Eggermann	5,580
Oak Park	Public Library	Mabel A. Thain	31,908
Olney	Olney Carnegie Library	Cora Belle Morris	5,890
Onarga	Free Public Library	Charlotte M. Amerman	5,580
Ottawa	Reddicks Public Library	Vera J. Snook	16,000
Pana	Public Library	Nellie C. Russell	7,128
Paris	do.	Ruth I. Link	10,860
Paxton	Carnegie Library	Emma Maharry	2,908
Pekin	Public Library	Anna M. Smith	12,065
Peoria	do.	S. P. Prowse	165,128
Pittsfield	do.	Lulu Quinby	5,876
Plano	Little Rock Township Public Library	Mrs. Maude E. Henning	8,113
Polo	Buffalo Township Public Library	E. Frances Barber	6,073
Pontiac	Public Library	Nell Thornton	9,395
Princeton	Matson Public Library	Agnes M. Robinson	9,432
Quincy	Free Public Library	Margaret Ringier	26,980
Rock Island	Public Library	Ellen Gale	
Rockford	do.	Jane P. Hubbell	70,137
Rockton	Talcott Free Library	Mary C. Forward	5,780
Savanna	Public Library	Hattie L. Grove	5,941
Shelbyville	Free Public Library	Grace L. Westervelt	4,135
Spring Valley	Public Library	Mrs. Mary Rees	1,440
Springfield	Lincoln Library	Henry C. Remann	66,531
Do.	State Library	Mrs. Eva May Fowler	75,000
Sterling	Public Library	Sadie F. Murphy	10,300
Streator	do.	Mrs. Mary L. Wright	20,872
Sycamore	do.	Julia S. Osborne	7,228
Taylorville	do.	Aline E. Emery	8,385
Urbana	Free Public Library	Ida B. Hanes	23,020
Warren	do.	Mrs. R. D. Spofford	5,783
Warsaw	do.	Mrs. Clara M. Mills	7,385
Watseka	Public Library	Lillian Barnes	5,333
Waukegan	do.	Laura J. Perrin	9,000
Wheaton	Adams Memorial Library	Emma Boyd	6,229
Wilmette	Free Public Library	Anna E. Law	6,800
Winnetka	Public Library	Mary E. Hewes	9,096
Woodstock	do.	Lura M. Wandrack	5,641
INDIANA.			
Alexandria	Public Library	Jennie Henshaw	5,145
Anderson	Carnegie Public Library	Mabel A. Wayne	22,000
Aurora	Public Library	Mrs. S. H. Conaway	5,310
Bedford	do.	Georgia A. Friedley	11,250
Bloomington	do.	Katharine Ashman	5,200
Bluffton	do.	Nannie W. Jayne	9,345
Brasil	do.	Agnes McCrea	9,000
Carlisle	do.	Luella B. Wagner	2,148
Carthage	Henry Henley Public Library	Mattie Clark	5,782
Columbia City	People's Free Library	Jessie H. Faust	12,000
Columbus	Public Library	A. J. Dipboye	14,000
Connersville	do.	Isabel Ball	7,540
Crawfordsville	do.	Susan K. Beck	12,784
Danville	do.	Lou Robinson	6,000
Decatur	do.	Annette L. Moses	8,000
Elkhart	Carnegie Library	Ella F. Corwin	26,660
Elwood	Public Library	Elizabeth McMullen	13,229
Evansville	do.	Ethel F. McCollough	34,327
Do.	Willard Library	Otilde Gostee	45,010
Fort Wayne	Public Library	Margaret M. Colerick	61,600
Frankfort	do.	Olivia Brumbaugh	7,600
Franklin	do.	Lella B. Wilcox	6,460

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES.

Location.	Name of library.	Librarian.	Number bound volumes.
INDIANA—continued.			
Gary.....	Public Library.....	Louis J. Bailey.....	66, 80
Goshen.....	Carnegie Public Library.....	Elizabeth Rockwell.....	18, 000
Greencastle.....	do.....	Belle S. Hanna.....	11, 788
Greenfield.....	Public Library.....	Catherine G. Poulson.....	7, 320
Greensburg.....	Carnegie Public Library.....	Frank P. Montfort.....	7, 521
Hammond.....	Public Library.....	Mrs. Jeanie L. Sawyer.....	21, 907
Hartford City.....	do.....	Minta B. Fordney.....	12, 046
Huntington.....	City Free Library.....	Winifred F. Tloer.....	26, 000
Indianapolis.....	Public Library.....	Charles E. Rush.....	213, 426
Do.....	State Library.....	Demarchus C. Brown.....	76, 143
Jeffersonville.....	Township Public Library.....	Bertha F. Potndexter.....	10, 000
Kokomo.....	Carnegie Public Library.....	Dana H. Sollenberger.....	11, 126
Lafayette.....	Public Library.....	Mrs. Virginia Stein.....	29, 370
La Porte.....	do.....	Mrs. Jennie B. Jessup.....	26, 000
Lebanon.....	do.....	Mrs. Cora O. Bynum.....	11, 532
Linton.....	do.....	Mrs. Margaret McGauhy.....	4, 580
Logansport.....	do.....	Alice D. Stevens.....	20, 000
Madison.....	do.....	Nellie G. Harper.....	9, 500
Marion.....	do.....	Daisy Springer.....	31, 026
Michigan City.....	do.....	Amalia Aichee.....	15, 000
Mishawaka.....	do.....	Josephine Andrews.....	7, 677
Montpelier.....	do.....	Mrs. Marian P. Watts.....	7, 324
Mount Vernon.....	Alexandrian Free Public Library.....	Annabel Highman.....	7, 250
Muncie.....	Public Library.....	Mary Torrance.....	30, 880
New Albany.....	do.....	Annette L. Clark.....	20, 791
Peru.....	do.....	Gertrude H. Thiebaud.....	14, 772
Portland.....	Carnegie Library.....	Mary E. Boltin.....	5, 000
Princeton.....	Public Library.....	Julia A. Mason.....	13, 755
Rensselaer.....	do.....	Antoinette Price.....	5, 805
Rochester.....	do.....	Grace Stingley.....	6, 800
Seymour.....	do.....	Katherine Frazer.....	6, 500
Shelbyville.....	Carnegie Public Library.....	Ida A. Lewis.....	18, 512
South Bend.....	Public Library.....	Virginia M. Tutt.....	30, 000
Terre Haute.....	Emeline Fairbanks Memorial Library.....	Mrs. Sallie C. Hughes.....	54, 200
Tipton.....	Public Library.....	Mrs. Sam Matthews.....	7, 755
Union City.....	do.....	Jessie L. Kerr.....	6, 500
Valparaiso.....	do.....	Bertha Joel.....	7, 808
Vincennes.....	do.....	Ella Davidson.....	12, 586
Wabash.....	Carnegie Library.....	Effie Roberts.....	5, 768
Warsaw.....	Warsaw and Wayne Township Library.....	Miriam Netter.....	5, 300
Washington.....	Carnegie Public Library.....	Mary E. Waller.....	13, 000
Whiting.....	Public Library.....	Louise Randall.....	12, 661
IOWA.			
Albia.....	Public Library.....	Mrs. Laura M. Duncan.....	5, 126
Algona.....	Free Public Library.....	Gertrude I. Sheridan.....	6, 764
Ames.....	Public Library.....	Kittie B. Freed.....	10, 500
Anamosa.....	do.....	Elsie Jeanette Remley.....	5, 320
Atlantic.....	Carnegie Free Public Library.....	Mary N. Adams.....	6, 875
Belmond.....	Public Library.....	Mrs. Annie B. Case.....	1, 256
Boone.....	Ericson Public Library.....	Bessie Moffatt.....	16, 244
Burlington.....	Free Public Library.....	Miriam B. Wharton.....	46, 000
Cedar Falls.....	Public Library.....	Eunice H. Overman.....	8, 810
Cedar Rapids.....	Iowa Masonic Library.....	Newton R. Farvin.....	31, 000
Do.....	Public Library.....	E. Joanna Haggy.....	37, 108
Centerville.....	Drake Free Public Library.....	Anna G. Gault.....	12, 000
Chariton.....	Free Public Library.....	Marie Grafton.....	5, 947
Charles City.....	Public Library.....	Belle Caldwell.....	10, 500
Cherokee.....	do.....	Georgia Heymer.....	8, 600
Clarinda.....	do.....	Maide Baker.....	10, 000
Clinton.....	Free Public Library.....	Anna M. Tarr.....	28, 447
Corning.....	do.....	Idelle Riddle.....	5, 980
Council Bluffs.....	do.....	Ione Armstrong.....	32, 608
Davenport.....	Public Library.....	Grace D. Rose.....	46, 000
Des Moines.....	do.....	Forrest B. Spaulding.....	94, 000
Do.....	State Library.....	Johnson Brigham.....	142, 841
Dubuque.....	Carnegie Stout Library.....	Almira E. Wilcox.....	50, 000
Eldora.....	Public Library.....	Mrs. M. E. Wheelock.....	7, 200
Estherville.....	Free Public Library.....	Sade M. Davidson.....	7, 712
Fairfield.....	do.....	H. M. Dysart.....	27, 502
Fort Dodge.....	Public Library.....	Bella C. Hopper.....	17, 000
Fort Madison.....	Cattermole Memorial Library.....	Rebecca Hesser.....	9, 000
Grinnell.....	Stewart Library.....	Jane Kuhns.....	14, 000
Hampton.....	Public Library.....	Mary E. Kingsbury.....	6, 900

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES.

Location.	Name of library.	Librarian.	Number bound volumes.
IOWA—continued.			
Independence.....	Free Public Library.....	Minnie Markham.....	6,477
Indianola.....	Public Library.....	Helen S. Le Fevre.....	10,011
Iowa City.....	do.....	Helen McRaith.....	17,553
Jefferson.....	Carnegie Library.....	Mrs. Ida B. Head.....	5,924
Keokuk.....	do.....	Nannie P. Fulton.....	24,798
La Mars.....	Public Library.....	Mae Smith.....	6,681
Malvern.....	do.....	Ruth Roberts.....	2,000
Manchester.....	Carnegie Library.....	Margaret Lindsay.....	11,000
Maquoketa.....	Free Public Library.....	Ida M. Simpson.....	10,048
Marion.....	Carnegie Library.....	Katherine M. Peirce.....	5,208
Marshalltown.....	Public Library.....	Anna Maude Kimberly.....	18,000
Mason City.....	do.....	Mrs. Bertha S. Baird.....	16,314
Mount Pleasant.....	Free Public Library.....	Mrs. Florence McKibbin.....	15,182
Muscatine.....	P. M. Musser Public Library.....	Ellen G. Stocker.....	14,768
Nevada.....	Public Library.....	Alice Lewis.....	7,280
Newton.....	Free Public Library.....	Elizabeth McB. King.....	10,002
Onawa.....	Public Library.....	Helen E. Allen.....	10,000
Osage.....	Sage Public Library.....	Rena Gray.....	6,200
Oskaloosa.....	Free Public Library.....	Fleanor M. Fawcett.....	12,000
Ottumwa.....	Public Library.....	May B. Ditch.....	36,006
Pella.....	Carnegie-Viersen Library.....	Leona Renvers.....	7,280
Perry.....	Free Public Library.....	Flora B. Bailey.....	7,933
Shenandoah.....	Public Library.....	Berdens Jay.....	8,078
Sioux City.....	Free Public Library.....	Clarence W. Sumner.....	28,076
Tipton.....	Carnegie Public Library.....	Helen R. Schriver.....	7,845
Vinton.....	Public Library.....	Elizabeth F. Williams.....	9,253
Washington.....	Jane A. Chilcote Library.....	Eva G. Denny.....	9,633
Waterloo.....	Public Library.....	Maria C. Brace.....	25,115
Webster City.....	Kendall Young Library.....	F. D. Burgess.....	12,306
Winterset.....	Public Library.....	Mary Cassidy.....	9,136
KANSAS			
Abilene.....	Free Public Library.....	Lida Romig.....	6,498
Anthony.....	Free Public Library and Reading Room.....	Lora Orr.....	3,398
Arkansas City.....	Public Library.....	Mrs. Mary E. Ranney.....	5,400
Atchison.....	do.....	Mrs. Leontine Scofield.....	10,600
Burlington.....	Carnegie Free Public Library.....	Mrs. Della Hall.....	5,800
Chanute.....	Public Library.....	Ada Allen.....	10,340
Coffeyville.....	Carnegie Public Library.....	Anise Sanford.....	5,900
Concordia.....	Free Public Library.....	Anna M. Shafer.....	4,300
El Dorado.....	Carnegie Library.....	Mildred Kilgore.....	4,000
Emporia.....	Free Library.....	Mildred Berrier.....	16,000
Fort Scott.....	Public Library.....	M. L. Barlow.....	7,300
Great Bend.....	do.....	Bina Deighton.....	5,300
Hiawatha.....	Morrill Free Public Library.....	Hattie M. Zimmerman.....	15,000
Hutchinson.....	Public Library.....	Ida Day.....	9,000
Independence.....	do.....	Anna M. Gemmell.....	9,908
Junction City.....	George Smith Public Library.....	Mary H. Barker.....	11,145
Kansas City.....	Public Library.....	Sara J. Greenman.....	35,000
Lawrence.....	Free Public Library.....	Mrs. Nellie G. Beatty.....	14,158
Leavenworth.....	do.....	T. R. Temple.....	26,450
Manhattan.....	Carnegie Free Public Library.....	Mary Cornelia Lee.....	8,300
Newton.....	Free Library.....	Lydia A. McGaughey.....	9,000
Oswego.....	Free Public Library.....	Mrs. C. M. Wiley.....	4,000
Ottawa.....	Carnegie Free Library.....	Alice C. Graham.....	10,000
Paola.....	Free Public Library.....	Issie B. Potts.....	10,258
Parsons.....	Public Library.....	Mrs. Belle Curry.....	10,075
Peabody.....	do.....	Emma F. Christ.....	12,000
Pittsburg.....	do.....	Mrs. Theresa G. Randolph.....	15,700
Salina.....	Free Public Library.....	Mrs. Della E. Brown.....	1,789
Topeka.....	do.....	Caroline Medlicott.....	23,000
Do.....	State Library.....	James L. King.....	126,000
Washington.....	Public Library.....	Stella H. Johnson.....	2,800
Wichita.....	City Library.....	Julius Lucht.....	11,000
KENTUCKY.			
Covington.....	Public Library.....	Anne M. Spears.....	20,151
Frankfort.....	State Library.....	Frank K. Kavanaugh.....	116,626
Henderson.....	Public Library.....	Susan S. Towles.....	9,109
Hickman.....	Carnegie Library.....	'la Moran.....	6,000
Lexington.....	Public Library.....	Florence Dillard.....	32,191
Louisville.....	Free Public Library.....	George T. Settle.....	145,424
Maysville.....	Public Library.....	Mary E. Richeson.....	8,913
Newport.....	do.....	Henrietta J. Litzendorff.....	13,112
Owensboro.....	Carnegie Free Public Library.....	Susanah Bishop.....	8,220
Paducah.....	Carnegie Public Library.....	Jessica Hopkins.....	19,404
Paris.....	Public Library.....	Imogen Redmon.....	7,685
Somerset.....	do.....	Mrs. Wynona McDaniels.....	8,452

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of Library.	Librarian.	Number bound volumes.
LOUISIANA.			
New Orleans	Howard Memorial Library	William Beer	47,465
Do	Public Library	Henry M. Gill	155,568
Do	State Library	Alice M. Magee	40,000
MAINE.			
Alfred	Parsons Memorial Library	Mary C. Emerson	7,432
Andover	Public Library	Mabel E. French	6,960
Auburn	do	Georgiana Lunt	20,965
Augusta	Lithgow Library and Reading Room	Julia M. Clapp	12,500
Do	State Library	Henry E. Dunnack	110,000
Bangor	Public Library	Charles A. Flagg	50,498
Bar Harbor	Jesup Memorial Library	I. M. Sumnabey	11,500
Bath	Patten Free Library	Margaret Rogers Foote	22,212
Belfast	Free Library	Annie Leonora Barr	18,000
Biddeford	Public Library	Emma Hatch	17,700
Brunswick	Curtis Memorial Library	Mary G. Gilman	15,936
Calais	Free Library and Reading Room	Alice L. Delaney	11,000
Camden	Public Library	Mrs. Emma J. Hoagmar	7,700
Castine	Witherle Memorial Library	Katherine Davenport	6,000
Cherryfield	Free Public Library	Mrs. Emma C. Hutchinson	1,200
Corinna	Stewart Free Library	Mrs. Della M. Winchester	12,381
Cumberland Mills	Cumberland Mills Library	Lucy S. Anderson	7,250
Dexter	Town Library	Lizzie S. Springall	12,940
Dover	Thompson Free Library	Mary E. Averill	11,644
Eastport	Peasey Library	Virginia P. Kemp	12,000
Ellis	William Fogg Library	M. Louise Foye	7,970
Ellsworth	City Library	Mary A. Hodgkins	6,750
Fairfield	Lawrence Public Library	Mrs. Anna R. Reed	8,422
Farmington	Cutler Memorial Library	Mrs. Flora A. Brooks	14,000
Freeport	B. H. Bartol Library	Annette H. Aldrich	4,800
Gardiner	Public Library	Mrs. B. C. Berry	12,500
Gorham	Baxter Memorial Library	Victoria A. Magnusson	9,800
Guilford	Memorial Library	Ernestine Hale	5,500
Hallowell	Hubbard Free Library	Annie F. Page	11,000
Houlton	Cary Memorial Library	Anna Barnes	11,474
Kennebunk	Public Library	Mrs. C. B. Bragden	10,800
Kittery	Rice Public Library	Eleanor L. Lovell	11,328
Lewiston	Public Library	Angle E. Tracy	28,122
National Soldiers' Home	National Soldiers' Home Library	Frank L. Dow	12,089
New Gloucester	Public Library	Helen A. Moseley	6,500
Do	do	Mrs. Addie D. Steward	8,800
Norway	do	Amy S. Wood	6,900
Old Town	do	Ellen C. Mountfort	5,450
Orr's Island	Orr's Island Library	C. E. Shaw	2,679
Paris	Hamlin Memorial Hall	Minnie Porter	6,400
Pittsfield	Public Library	Alice C. Furbish	75,000
Portland	do	Lucinda B. Marston	65,000
Presque Isle	Free Library	Mrs. L. J. Kempton	5,625
Rangley	Public Library	Nancy I. Burbank	14,529
Rockland	do	John Haley	20,000
Saco	Dyer Library	Bentley Aveyard	5,500
Sanford	Public Library	Mrs. Fanny J. Cabot	14,000
Skowhegan	do	Mrs. Ella A. Wight	8,131
South Berwick	Fogg Memorial Library	Frank Carlos Griffith	4,382
South Paris	Paris Public Library	Lizzie S. Levensaler	7,049
South Poland	Poland Spring Library	Mrs. L. A. Jones	5,400
Thomaston	Public Library	Jennie M. Smith	12,000
Vinal Haven	do	Lillian Quinby	15,400
Waterville	Memorial Library	Lucy E. Palmer	3,750
Westbrook	Free Public Library	Ellen S. Mitchell	8,200
Wilton	do		
Yarmouthville	Merrill Memorial Library		
MARYLAND.			
Annapolis	State Library	Nettie V. Mace	95,000
Baltimore	City Library	Wilbur F. Coyle	22,000
Do	Enoch Pratt Free Library	Bernard C. Steiner	246,104
Frederick	Frederick County Free Library	Lydia M. Jacobus	2,915
Hagerstown	Washington County Free Library	Mary L. Titcomb	35,000
Kensington	Noyes Library	Mrs. Orin J. Field	3,000
Reisterstown	Tillard Memorial Free Library		4,000
MASSACHUSETTS.			
Abington	Public Library	A. Brewster Vaughn	23,026
Acton	Memorial Library	Arthur F. Davis	13,140
Adams	Free Library	Mabel L. Moore	20,885

XIX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
MASSACHUSETTS—contd.			
Amesbury	Public Library	Alice C. Follansbee	16,000
Amherst	Amherst Library Association	Inez Chapman	13,301
Andover	Memorial Hall Library	Edna A. Brown	23,560
Arlington	Robbins Library	Elizabeth J. Newton	29,131
Ashburnham	Stevens' Public Library	Mrs. N. T. Wheeler	7,349
Ashfield	Belding Memorial Library	Emma L. Riggs	7,757
Ashland	Public Library	Mrs. Ellen M. Arnold	8,800
Athol	do.	Edith Barber	11,624
Attleboro	do.	Helen M. Claffin	19,908
Ayer	Ayer Library	S. Adelaide Blood	11,000
Barnstable	Sturgis Library	Elizabeth C. Nye	16,545
Barre	Town Library	Carrie E. Read	14,000
Bedford	Free Public Library	Fannie Wood	12,675
Belchertown	Clapp Memorial Library	Mrs. Cora S. Burnett	10,000
Belmont	Public Library	Lucy D. Luard	17,232
Bernardston	Cushman Library	Roxy Pierce	13,000
Beverly	Public Library	Martha P. Smith	26,001
Billerica	Bennett Public Library Association	Emma M. Whitford	6,168
Blackstone	Free Public Library	Timothy E. Curran	11,000
Bolton	Public Library	Fidella C. Newton	5,830
Boston	Boston Athenaeum Library	Charles Knowles Bolton	268,244
Do.	State Library	Forster W. Stearns	183,004
Do.	Public Library	Charles F. D. Belden	1,139,682
Bourne	Jonathan Bourne Public Library	Mrs. Edith F. Nickerson	6,880
Brewster	Ladies Library	Alma Rogers	7,500
Bridgewater	Public Library	Luda L. Christian	19,102
Brimfield	do.	Mary Anna Tarbell	8,000
Brockton	do.	Frank H. Whitmore	73,883
Brookfield	Merrick Public Library	Harriet G. Brown	22,087
Brookline	Public Library	Louisa M. Hooper	62,649
Bryantville	Cobb Library	Mrs. Julia Morton	4,901
Cambridge	Public Library	M. R. Copthorne	114,973
Canton	do.	Mrs. Lucy D. Downes	18,900
Charlmont	Free Town Library	Alice Bemis	8,000
Charlton	Free Public Library	Ruth P. Wakefield	8,748
Chatham	Eldredge Public Library	Edna M. Hardy	6,700
Chelmsford	Adams Library	Mrs. E. R. Clark	11,201
Chelsea	Public Library	Medora J. Simpson	17,384
Cheshire	Library Association	Emma E. Martin	7,104
Chicopee	Public Library	Anne A. Smith	38,300
Clinton	Bigelow Free Public Library	Helen A. Thissell	42,286
Cohasset	Paul Pratt Memorial Library	Sarah B. Collier	15,176
Concord	Free Public Library	Helen W. Kelley	45,373
Conway	Field Memorial Library	Cora M. Hassell	9,431
Cotuit	Cotuit Library	Beulah B. Borden	6,142
Cummington	Bryant Free Library	Mrs. Lottie W. Tower	9,025
Dalton	Free Public Library	Mrs. Caroline R. Flickinger	11,748
Danvers	Peabody Institute Library	Emilie D. Patch	29,315
Dedham	Public Library	Anna P. Rolland	26,000
Dover	Town Library	Elizabeth F. Heard	6,200
Dudley	Conant Library	Leora E. Dugar	5,228
Duxbury	Free Library	Sara B. Higgins	9,400
East Bridgewater	Public Library	Lucy L. Siddall	8,800
East Douglas	Simon Fairfield Public Library	Rosalie E. Williams	6,475
East Northfield	Talcott Library	Virginia T. Smith	8,755
Easthampton	Public Library	Hazel M. Benjamin	16,000
Essex	T. O. H. P. Burnham Public Library	Ethelyn B. Story	6,800
Everett	Frederick E. Parlin Memorial Library	Ellen L. Johnson	20,620
Do.	Shute Memorial Library	Pearl L. Purinton	11,717
Fairhaven	Millicent Library	Galen W. Hill	22,909
Fall River	Public Library	George W. Rankin	101,715
Falmouth	Free Public Library	Pamella F. Robbins	11,667
Fitchburg	Public Library	George E. Nutting	60,000
Florence	Lilly Library	Mrs. S. Minerva Paxton	6,432
Framingham	Town Library	Emma L. Clarke	38,000
Franklin	Franklin Library	Mrs. Ella G. Campbell	10,000
Gardner	Levi Heywood Memorial Library	Lillian Callahan	16,269
Georgetown	Peabody Library	Lola P. Noyes	8,730
Gloucester	Sawyer Free Library	Rachel S. Webber	21,423
Grafton	Public Library	Lucy W. Biscoe	14,552
Great Barrington	Mason Memorial Library	Emma W. Sheldon	16,252
Greenfield	Public Library	May Ashley	34,635
Groton	do.	Emma F. Blood	12,696
Groveland	do.	Helena M. Nickerson	5,546

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
MASSACHUSETTS—contd.			
Hadley.....	Goodwin Memorial Library.....	George C. Marsh.....	6,000
Hamilton.....	Public Library.....	Annie S. Preston.....	5,200
Hanover Center.....	John Curtis Free Library.....	Bessie M. Sprout.....	8,000
Harvard.....	Public Library.....	Helen L. Barnard.....	7,900
Hatfield.....	Free Public Library.....	Ellen A. Waite.....	5,675
Haverhill.....	Public Library.....	John G. Moulton.....	108,000
Hingham Center.....	do.....	Albert L. Stephenson.....	15,000
Hinsdale.....	do.....	Mrs. Cora Lovell.....	6,000
Holbrook.....	do.....	Zenas A. French.....	10,000
Holden.....	Gale Free Library.....	M. Addie Holden.....	7,426
Holliston.....	Public Library.....	Helen L. Garratt.....	9,758
Holyoke.....	do.....	Frank G. Wilcox.....	52,350
Hopedale.....	Bancroft Memorial Library.....	Harriet B. Sornborger.....	13,023
Housatonic.....	Ramsdell Public Library.....	Lydia A. Fuller.....	7,000
Hubbardston.....	Free Public Library.....	Mrs. Lucy H. Clough.....	5,726
Hudson.....	Public Library.....	Grace M. Whittemore.....	11,881
Ipswich.....	Free Public Library.....	Mary B. Maine.....	12,600
Kingston.....	Frederic C. Adams Public Li- brary.....	Mrs. Jennie F. McLaughlin.....	9,725
Lancaster.....	Town Library.....	Virginia M. Keyes.....	40,425
Lanesboro.....	Newton Memorial Library.....	Mrs. Minnie W. Simmons.....	1,597
Lawrence.....	Free Public Library.....	William A. Walsh.....	70,475
Lee.....	Library Association.....	Mary Stallman.....	10,000
Leicester.....	Public Library.....	Mary D. Thurston.....	17,970
Lenox.....	Library Association.....	Edith O. Fitch.....	24,442
Leominster.....	Public Library.....	Florence E. Wheeler.....	33,665
Lexington.....	Cary Memorial Library.....	Marian P. Kirkland.....	28,244
Lincoln.....	Public Library.....	Lydia J. Chapin.....	10,493
Littleton.....	Reuben Hoar Library.....	Margaret E. Rhacher.....	14,010
Lowell.....	City Library.....	Frederick A. Chase.....	105,000
Lunenburg.....	Ritter Memorial Library.....	L. Frances Jones.....	8,530
Lynn.....	Public Library.....	Clarence E. Sherman.....	105,053
Magnolia.....	Magnolia Library.....	Mrs. W. S. Eaton.....	7,480
Malden.....	Public Library.....	Herbert W. Flson.....	69,604
Manchester.....	do.....	Jennie C. Sargent.....	13,000
Mansfield.....	do.....	Ida F. Hodges.....	8,500
Marblehead.....	Abbott Public Library.....	Mrs. Sarah E. Gregory.....	22,000
Marion.....	Library Association.....	Alice A. Ryder.....	8,841
Marlboro.....	Public Library.....	Sarah E. Cotting.....	31,000
Mattapoisett.....	Free Public Library.....	Grace A. Tilden.....	7,293
Maynard.....	Public Library.....	Mrs. Sarah F. Nyman.....	6,844
Medfield.....	do.....	Lucretia M. Johnson.....	4,000
Medford.....	do.....	Abby L. Sargent.....	52,373
Melrose.....	do.....	Carrie M. Worthen.....	12,000
Mendon.....	Taft Public Library.....	Mrs. Lena W. George.....	7,750
Merrimac.....	Public Library.....	Susanna I. Sayre.....	7,500
Methuen.....	Nevins Memorial Library.....	Harriet L. Crosby.....	22,000
Middleboro.....	Public Library.....	Mary M. Eddy.....	21,750
Middleton.....	Flint Public Library.....	Edith L. Fletcher.....	7,854
Milford.....	Town Library.....	Nathaniel F. Blake.....	20,000
Millbury.....	Sutton Free Library.....	Mrs. Florence Freeland.....	4,800
Milton.....	Public Library.....	Gertrude E. Forrest.....	28,587
Monson.....	Horatio Lyon Memorial Library.....	Maud C. Sweet.....	13,640
Montague.....	Town Library.....	Kate A. Armstrong.....	7,588
Mount Hermon.....	Schauffier Memorial Library.....	Anna L. Miller.....	14,455
Nahant.....	Public Library.....	May W. Perkins.....	24,312
Nantucket.....	Nantucket Athenaeum.....	Clara Parker.....	19,200
Natick.....	Morse Institute.....	Mira R. Partridge.....	28,662
Needham.....	Free Public Library.....	Esther C. Johnson.....	20,000
New Bedford.....	do.....	George H. Tripp.....	180,000
Newburyport.....	Public Library.....	John D. Parsons.....	63,000
Newton.....	Free Library.....	Harold T. Dougherty.....	95,800
North Abington.....	Public Library.....	Gertrude M. Gleason.....	10,000
North Adams.....	do.....	Mabel Temple.....	38,219
North Andover.....	Stevens Memorial Library.....	Elizabeth M. Pond.....	15,000
North Attleboro.....	Richards Memorial Library.....	Ada M. Perry.....	14,500
North Brookfield.....	Appleton Library.....	William S. Gooch.....	5,000
Do.....	Free Public Library and Read- ing Room.....	Nellie L. Smith.....	9,993
North Chalmstead.....	Public Library.....	Anna C. MacKay.....	7,539
North Easton.....	Ames Free Library.....	Mary L. Lamprey.....	20,589
North Reading.....	Flint Library.....	Addie W. Gowing.....	6,152
Northampton.....	Forbes Library.....	J. L. Harrison.....	133,360
Northboro.....	Free Library.....	M. Evelyn Potter.....	14,200
Northfield.....	Dickinson Memorial Library.....	Mrs. Nellie G. Randall.....	10,700
Norton.....	Public Library.....	Mabel E. Roode.....	8,000
Norwell.....	James Library.....	Marion G. Merritt.....	5,000
Norwood.....	Morrill Memorial Library.....	Jane A. Hewitt.....	19,500

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
MASSACHUSETTS—contd.			
Orange.....	Wheeler Memorial Library.....	N. Gertrude Hendrickson.....	15,397
Orleans.....	Snow Library.....	Mary S. Cummings.....	6,446
Oxford.....	Free Public Library.....	Mrs. Clara A. Fuller.....	11,000
Palmer.....	Young Men's Library.....	Clifton A. Hobson.....	12,300
Peabody.....	Peabody Institute.....	John E. Keefe.....	47,032
Pepperell.....	Lawrence Memorial Library.....	Helen M. Wiley.....	18,034
Petersham.....	Memorial Library.....	Fannie G. Prince.....	9,000
Phillipston.....	Phillips Free Public Library.....	Mrs. Cora A. Dunton.....	6,880
Pittsfield.....	Berkshire Athenaeum and Museum.....	Harlan H. Ballard.....	67,000
Plymouth.....	Public Library.....	Lillian C. Kerr.....	18,000
Princeton.....	.....do.....	Susan A. Davis.....	7,850
Provincetown.....	.....do.....	Abbie C. Putnam.....	14,000
Quincy.....	Thomas Crane Public Library.....	Alice G. White.....	41,311
Randolph.....	Turner Free Library.....	Alice M. Balcher.....	26,836
Reading.....	Public Library.....	Bertha L. Brown.....	9,602
Revere.....	.....do.....	Harriet T. Fenno.....	14,000
Rockland.....	Memorial Library.....	Angela W. Collins.....	14,736
Rockport.....	Public Library.....	Mabel L. Woodfall.....	7,900
Royalston.....	Phinehas S. Newton Library.....	Mrs. Emeline E. Mackenzie.....	5,102
Salem.....	Public Library.....	Gardner M. Jones.....	65,000
.....do.....	Salem Athenaeum.....	Mrs. Alice H. Stone.....	26,600
Sandwich.....	Weston Memorial Library.....	Annie A. Rogers.....	6,500
Saugus.....	Free Public Library.....	Emma E. Newhall.....	12,000
Sharon.....	Public Library.....	Isadora B. Paine.....	7,368
Shelburne Falls.....	Arms Library.....	Mrs. S. A. Field.....	10,000
Sherborn.....	Dowse Library.....	Elizabeth D. Coolidge.....	7,300
Shirley.....	Public Library.....	Grace M. Kilburn.....	6,412
Shrewsbury.....	Free Public Library.....	Mabel E. Knowlton.....	11,918
Somerset.....	.....do.....	Frances M. Rogers.....	4,000
Somerville.....	Public Library.....	George H. Evans.....	112,460
South Braintree.....	Thayer Public Library.....	Lucyetta F. Hatch.....	17,262
South Dartmouth.....	Southworth Library.....	Theodosia P. Chase.....	8,000
South Hadley.....	Gaylord Memorial Library.....	Rebecca F. Smith.....	7,130
South Natick.....	Bacon Free Library.....	Mrs. Adelaide Williams.....	4,666
South Sudbury.....	Goodnow Library.....	Mrs. Warren Hunt.....	10,460
South Weymouth.....	Fogg Library.....	Ruth N. Tower.....	8,768
Southboro.....	Fay Library.....	Sadie Brewer.....	12,462
Southbridge.....	Jacob Edwards Library.....	Ells E. Marsch.....	22,541
Spencer.....	Richard Sugden Library.....	Clarence B. Hodgdon.....	14,126
Springfield.....	City Library Association.....	Hiller C. Wellman.....	250,000
Springfield(Longmeadow).....	Richard Salter Storrs Library.....	Mrs. Lucy A. Booth.....	7,122
Sterling.....	Conant Free Public Library.....	Pearl L. Haywood.....	9,517
Stockbridge.....	Library Association.....	Agnes J. Goodwin.....	12,000
Stonham.....	Public Library.....	Julia L. Crocker.....	14,000
Stoughton.....	.....do.....	Amelia Clifton.....	15,000
Stow.....	Randall Memorial Library.....	Mrs. S. M. Lawrence.....	6,000
Sturbridge.....	Joshua Hyde Public Library.....	Susan L. Haynes.....	9,754
Sunderland.....	Sunderland Library.....	Abbie T. Montague.....	6,016
Swampscott.....	Public Library.....	Sarah L. Honors.....	11,877
Swansea.....	Free Public Library.....	Otis O. Wright.....	7,700
Taunton.....	Public Library.....	Joshua E. Crane.....	60,566
Templeton.....	Boynton Public Library.....	Grace E. Blodgett.....	10,634
Tewksbury.....	Public Library.....	Abbie M. Bladsett.....	6,000
Topsfield.....	Town Library.....	Annie P. Gleason.....	12,250
Townsend.....	Public Library.....	Mrs. Evelyn L. Warren.....	6,033
Turners Falls.....	Carnegie Public Library.....	Louise S. Kastenbemer.....	9,860
Tyngsboro.....	Littlefield Library.....	Jennie J. Bancroft.....	8,000
Upton.....	Town Library.....	Helen A. Fay.....	7,122
Uxbridge.....	Free Public Library.....	Beatrice P. Sprague.....	12,000
Vineyard Haven.....	.....do.....	Rebecca C. Stanton, acting.....	5,000
Wakefield.....	Beebe Town Library.....	H. Gertrude Lee.....	12,581
Walpole.....	Public Library.....	Margaret B. Forster.....	14,068
Waltham.....	.....do.....	Orlando C. Davis.....	46,130
Ware.....	Young Men's Library Association.....	Mary L. Smith.....	14,164
Warren.....	Public Library.....	Joseph G. Hastings.....	12,001
Warwick.....	Free Public Library.....	Mrs. Alice B. Hastings.....	6,180
Watertown.....	.....do.....	Solon F. Whitney.....	40,639
Wayland.....	.....do.....	Margaret E. Wheeler.....	14,864
Webster.....	.....do.....	Mrs. Phoebe F. Kingsbury.....	12,000
Wellesley.....	Free Library.....	Elizabeth H. Camp.....	19,082
Wenham.....	Public Library.....	Benjamin H. Conant.....	6,800
West Boylson.....	Beaman Memorial Public Library.....	Annie M. Waite.....	9,655
West Bridgewater.....	Public Library.....	Mrs. Hattie E. Cary.....	7,500
West Brookfield.....	Merriam Public Library.....	Helen P. Shackley.....	8,000
West Newbury.....	Public Library.....	Sarah O. Bailey.....	5,087

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
MASSACHUSETTS—contd.			
West Springfield	Public library	Rachel N. T. Stone	11,000
Westboro	do	Flora B. Brigham	18,800
Westfield	Westfield Athenaeum	George L. Lewis	32,235
Westford	J. V. Fletcher Library	Mary P. Bunce	16,129
Westhampton	Reunion Library	Gilbert I. Flint	5,450
Westminster	Forbush Memorial Library	Sadie F. Greene	9,083
Weston	Public Library	Maudie M. Pennock	23,262
Weymouth	Tufts Library	Abbie L. Loud	30,600
Whitinsville	Social Library	Mary R. Clarke	12,473
Whitman	Public Library	Ellena S. Spilsted	14,000
Williamsburg	Meekins Memorial Library	Myra A. Hill	8,600
Williamstown	Public Library	Lucy F. Curtis	8,000
Winchendon	Beals Memorial Library	Sylvia M. Manser	11,730
Winchester	Public Library	Cora A. Quimby	22,161
Winthrop	do	Sabina M. Nelson	13,712
Woburn	do	George H. Evans	48,608
Worcester	Free Public Library	Robert K. Shaw	218,473
Do	Webster Free Public Library	Phoebe P. Kingsbury	11,255
Wrentham	Fiske Public Library	Mary A. Smith	6,321
Yarmouthport	Yarmouth Library Association	Mrs. Lydia C. Matthews	10,000
MICHIGAN.			
Adrian	Public Library	Margaret F. Jewell	25,000
Albion	do	Elizabeth Farnham	6,150
Allegan	do	Lenora E. Porter	7,500
Alpena	do	Emily E. Oliver	6,000
Ann Arbor	do	Nellie S. Loving	21,535
Bay City	do	Agnes Van Valkenburgh	40,323
Do	Sage Library	Molly M. Gilbert	37,342
Benton Harbor	Public Library	Theodosia Falkingham	11,045
Big Rapids	Phelps Free Library	Mrs. Elsie M. Robinson	9,487
Cadillac	Public Library	William F. Sanborn	16,254
Charlotte	Free Public Library	Emily B. Robb	9,400
Chesbogan	Carnegie Free Library	Amy M. Bell	9,533
Coldwater	Free Public Library	Florence M. Holmes	19,500
Detroit	Public Library	Adam Strohm	350,492
Dowagiac	do	Grace ReShore	10,101
Escanaba	Carnegie Public Library	Lura E. Brubaker	10,516
Fenton	A. J. Phillips Public Library	Ella M. Williams	10,400
Flint	Public Library	Lena F. Caldwell	18,478
Grand Rapids	do	Samuel H. Ranck	174,887
Greenville	School Public Library	Alice Fuller	5,580
Harbor Springs	Christian Association Library	Mrs. Bertha Fuller	5,203
Hillsdale	Mitchell Public Library	Mary Pratt	13,590
Holland	Public Library	J. R. Kanters	10,832
Houghton	do	Harriet L. Allen	13,500
Howell	Carnegie Library	E. Gladys Cook	10,000
Hudson	Public Library	Mamie E. Havens	9,168
Ionia	Hall-Fowler Memorial Library	Daisy Mary Smith	8,553
Iron Mountain	Carnegie Public Library	Mary F. Carpenter	14,860
Ironwood	Carnegie Library	Esther Kronlund	10,481
Ishpeming	Carnegie Public Library	Mrs. Nellie E. Brayton	23,600
Jackson	Public Library	John S. Cleavinger	48,423
Kalamazoo	do	Isabella C. Roberts	53,200
Lansing	Public School Library	Mrs. E. Jennie McNeal	27,074
Do	State Library	Mary C. Spencer	200,000
Lowell	Public Library	Esther M. Perry	4,000
Ludington	do	Alice L. Wing	9,849
Manistee	City and School Library	Angie Messer	19,000
Marquette	Peter White Public Library	Alma A. Olson	25,468
Mendon	Public Library	N. E. Strickland	7,239
Menominee	Spies Public Library	Zana K. Miller	12,819
Monroe	Dorach Memorial Library	Mrs. Jennie S. Wallace	9,466
Mount Clements	Public Library	Agnes L. Snover	12,575
Muskegon	Hackley Public Library	Lulu F. Miller	57,216
Niles	Public Library	Oril P. Coolidge	8,563
Painesdale	Sarah Sargent Paine Memorial Library	Ethel Kellow	7,000
Petoskey	Public Library	Amy Lusk	6,589
Pontiac	Ladies' Library	Agnes P. Pudworth	6,000
Port Huron	Ladies' Library Association	Mrs. G. W. H. Smith	5,573
Do	Public Library	Katharyne Sleneau	25,000
Portland	do	Edna I. Bandfield	3,440
Quincy	Free Public Library	Maud S. Barnes	4,500
Royal Oak	Township Library	Elizabeth V. Briggs	2,891
Saginaw	Butman-Fish Memorial Library	Anna Benjamin	17,969
Do	East Side Public Library	Mary E. Dow	21,171

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
MICHIGAN—continued.			
Saginaw	Hoyt Library	Harriet H. Ames	26,000
St. Joseph	Public Library	Helen C. Clarke	7,000
Sault Ste. Marie	Carnegie Public Library	Adah Shelly	12,212
Sturgis	Carnegie Free Public Library	Alida Patterson	8,000
Tecumseh	Public Library	Elizabeth Widney	8,225
Three Rivers	Free Public Library	Sue I. Billman	15,000
Traverse City	Public Library	Alice M. Wait	14,175
Ypsilanti	Ladies' Library	Mrs. Lucy B. Loomis	11,707
MINNESOTA.			
Albert Lea	Public Library	Henryetta Armstrong	7,000
Alexandria	Free Public Library	Margaret A. McCord	8,004
Anoka	Public Library	Mrs. Georgia A. Goss	6,884
Austin	Carnegie Public Library	Mabel Olson, acting	8,403
Chisholm	Public Library	Margaret Palmer	7,712
Cloquet	do	Mildred E. Riley	6,236
Crookston	Carnegie Public Library	Elizabeth Lommen	5,276
Crosby	do	Mrs. William C. Deering	1,201
Duluth	Public Library	Frances E. Earhart	70,000
Fairmont	do	Minnie Bird	5,708
Faribault	do	Sarah E. Le Crone	14,000
Fergus Falls	Carnegie Public Library	Amy A. Lewis	6,900
Hastings	City and School Library	Stella Telford	5,324
Hibbing	Public Library	Dorothy Hurlbert	10,000
Keewauin	do	Helen Young Prall	2,032
Little Falls	Carnegie City Library	Mrs. Jenny Lind Blanchard	6,000
Luverne	Public Library	Mrs. D. E. Halbert	4,246
Mankato	Free Public Library	Flora F. Carr	18,000
Minneapolis	Public Library	Gratia A. Countryman	329,225
Montevideo	do	Edith M. Crandall	9,400
Moorhead	do	Ethel S. McCubrey	7,930
Morris	do	Agnes Torpey	5,000
Mountain Iron	Carnegie Library	Stella Stebbins	4,154
Northfield	Public Library	Jennie B. Lasby	6,411
Owatonna	Free Public Library	Carol Clarkson	18,400
Pipestone	Public Library	Mrs. M. I. Gilson	6,000
Red Wing	Carnegie-Lawther Library	Grace L. Meyer	9,000
Rochester	Public Library	Edna Emerick	15,000
St. Cloud	do	Mrs. Marie E. Brick	14,000
St. Paul	do	W. Dawson Johnston	110,004
Do	State Library	Elias J. Lien	80,000
Sauk Center	Bryant Library	Eva M. Davis	9,333
Stillwater	Public Library	Mary E. Corson	15,000
Two Harbors	Free Public Library	Marion Dahl	5,000
Virginia	Public Library	Mabel Newhard	20,000
Willmar	do	Amy Hanscom	4,332
Winona	Free Public Library	Jeannette A. Clarke	35,001
MISSISSIPPI.			
Greenville	Public Library	Amanda Worthington	10,000
Jackson	Mississippi State Library	Mrs. W. F. Marshall	90,000
Natchez	Fisk Memorial	M. B. Montgomery	3,000
Yazoo City	Library Association	Mrs. F. Barksdale	7,000
MISSOURI.			
Carthage	Public Library	Alice R. Gladden	10,573
Hannibal	Free Public Library	Nancy C. McLachlan	12,220
Jefferson City	do	Julia Andree	8,000
Do	State Library	A. J. Menteer	55,000
Joplin	Free Public Library	Mary B. Swanwick	20,000
Kansas City	Public Library	Purd B. Wright	221,000
Maryville	Free Public Library	Grace Langan	7,875
Moberly	Public Library	Mrs. Beale S. Lee	7,000
Nevada	Free Public Library	Mary K. Barr	8,275
St. Joseph	Public Library	Jesse Cunningham	31,600
St. Louis	do	Arthur E. Bostwick	487,236
Sedalia	do	Irene Blair	18,001
Springfield	do	Harriet N. Horine	10,188
Trenton	Jewett Norris Library	Maud Creelius	6,000
MONTANA.			
Anaconda	Hearst Free Library	Elizabeth L. Thomson	10,000
Billings	Farmlly Billings Memorial Library	Elizabeth Abbott Garber	15,000
Bozeman	Free Library	Geneva Cook	12,770

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
MONTANA—continued.			
Butte.....	Free Public Library.....	Gertrude Nichols.....	60,000
Deer Lodge.....	William K. Kohrs Memorial Library.....	Ruth Stetson.....	5,791
Dillon.....	Public Library.....	Mary I. Innes.....	8,000
Great Falls.....	do.....	Louise M. Fernald.....	20,018
Helena.....	do.....	Josephine M. Haley.....	50,000
Do.....	State Law Library.....	Ashburn K. Barbour.....	32,000
Kalispell.....	Public Library.....	Elizabeth P. Ritchie.....	6,788
Livingston.....	do.....	Ruth V. Steadman.....	6,700
Miles City.....	Carnegie Library.....	Mrs. Laura Zook.....	6,600
Missoula.....	County Free Library.....	Grace M. Stoddard.....	20,000
NEBRASKA.			
Aurora.....	Public Library.....	Lillian Moore.....	5,200
Beatrice.....	Free Public Library.....	Frances Morton.....	12,000
Columbus.....	Public Library.....	Clara L. Howard.....	5,530
David City.....	do.....	Lillian M. Simpkins.....	5,643
Falls City.....	Lydia Brunn Wood Library.....	Mary Hutchings.....	8,000
Fremont.....	Public Library.....	Sara E. Gosselink.....	9,089
Grand Island.....	do.....	D. Houck.....	6,755
Hastings.....	Carnegie Public Library.....	Mrs. Ida E. Capps.....	7,777
Kearney.....	Public Library.....	Pauline Frank.....	10,474
Lincoln.....	City Library.....	Lulu Horne.....	43,130
Do.....	State Library.....	H. C. Lindsay.....	74,235
McCook.....	Public Library.....	Grace Willetts.....	5,455
Nebraska City.....	City Public Library.....	Anne Stevenson.....	5,850
Omaha.....	Public Library.....	Edith Tobitt.....	123,891
Plattsmouth.....	do.....	C. Olive Jones.....	7,028
York.....	do.....	Olive B. Allen.....	8,043
NEVADA.			
Carson City.....	State Library.....	Frank J. Pyne.....	76,734
Reno.....	Free Public Library.....	E. N. Damon.....	17,500
NEW HAMPSHIRE.			
Alton.....	Free Public Library.....	Annie A. Wheeler.....	4,000
Amherst.....	Town Library.....	Mrs. Alice M. Wyman.....	5,808
Antrim.....	James A. Tuttle Memorial Library.....	Sarah M. Adams.....	5,000
Berlin.....	Free Public Library.....	Lottie C. Kalley, acting.....	9,882
Bristol.....	Minot-Sleeper Library.....	Mrs. Mary A. Dodge.....	8,000
Charlestown.....	Silsby Free Public Library.....	Anna L. Webber.....	7,760
Claremont.....	Flske Free Library.....	Mrs. Mary S. Ide.....	11,000
Colebrook.....	Public Library.....	Sarah E. Rolfe.....	5,000
Concord.....	do.....	Grace Blanchard.....	30,000
Do.....	State Library.....	Arthur H. Chase.....	168,439
Dover.....	Public Library.....	Caroline H. Garland.....	46,000
Dublin.....	do.....	Minnie E. Leffingwell.....	6,625
East Derry.....	Taylor Library.....	C. Louise Bachelder.....	7,260
East Jaffrey.....	Jaffrey Public Library.....	Lucia B. Cutter.....	6,964
Exeter.....	Public Library.....	Carrie W. Byington.....	19,850
FittsWilliam.....	Town Library.....	Annie L. Colby.....	7,936
Franconia.....	Abbie Greenleaf Library.....	Eva M. Aldrich.....	4,933
Franklin.....	Public Library.....	Mrs. Barron Shirley.....	11,068
Greenland.....	Weeks Library.....	Lillian A. Odell.....	6,200
Hanock.....	Town Library.....	Annie L. Putnam.....	6,927
Hanover.....	Howe Library.....	Eta M. Clark.....	6,178
Henniker.....	Tucker Free Library.....	Mrs. M. Marion Cole.....	6,000
Hinsdale.....	Public Library.....	Charlotte S. Slate.....	10,800
Hollis.....	Social Library.....	M. Louise Stratton.....	5,472
Hudson.....	Hills Memorial Library.....	Mrs. Eliza B. Leslie.....	6,400
Keene.....	Public Library.....	Mary L. Saxton.....	21,012
Kingston.....	Nichols Memorial Library.....	Mrs. Nellie F. Ingalls.....	6,471
Laconia.....	Public Library.....	Oltn S. Davis.....	24,267
Lancaster.....	Weeks Memorial Library.....	Martha W. Brackett.....	11,040
Lebanon.....	Public Library.....	Emma Morris.....	8,000
Lisbon.....	do.....	Nettie L. Kelsea.....	5,112
Littleton.....	do.....	Jennie E. Smith.....	11,000
Manchester.....	City Library.....	F. Mabel Winchell.....	80,000
Marlboro.....	Frost Free Library.....	Mrs. Carrie T. Whitney.....	7,000
Meredith.....	Public Library.....	Mrs. Lillian Wadleigh.....	5,500
Milford.....	Free Library.....	Annabell C. Secombe.....	12,918
Nashua.....	Public Library.....	Sarah P. Barker.....	38,000
New Hampton.....	Gordon-Nash Library.....	I. A. Bickford.....	16,128
New Ipswich.....	New Ipswich Library.....	Frances L. Nash.....	8,000

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
NEW HAMPSHIRE—contd.			
Newmarket	Public Library	Mrs. Charles H. Mathes	6, 220
Newport	Richards Free Library	Anne Parmelee	10, 330
Peterboro	Town Library	Ruby Tillinghast	16, 132
Portsmouth	Public Library	Hannah G. Fernald	22, 000
Rochester	do	Lillian E. Parshley	19, 018
Tilton	Hall Memorial Library	Mary M. Emery	8, 225
Wakefield	Public Library	Alice C. Milliken	7, 267
Walpole	Town Library	Frances M. Sabin	11, 440
Warner	Plebury Free Library	Mary B. Harris	12, 000
Whitefield	Public Library	Alice E. Dodge	7, 004
Wilton	do	Bessie F. Bales	9, 922
Wolfeboro	Brewster Free Library	Elizabeth Brewster	3, 800
Woodsville	Free Public Library	Mrs. S. M. Chamberlin	6, 000
NEW JERSEY.			
Asbury Park	Public Library	Josephine W. Porter	15, 000
Atlantic City	do	Alvaretta P. Abbott	36, 000
Bayonne	Free Public Library	Mary G. Peters	51, 745
Belleville	do	Mrs. E. A. Shattuck	12, 968
Bernardsville	Bernards Library Association	Edith H. Crowell	6, 000
Bloomfield	Jarvie Memorial Library	Metta R. Ludey	20, 000
Bridgeton	Bridgeton Library	Emma V. Walhen	7, 000
Burlington	Burlington Library	Lydia Weston	20, 280
Camden	Free Public Library	William H. Kettler	66, 670
Cranford	do	May D. Bradley	7, 700
Dover	do	Martha A. Burnet	7, 715
East Newark	East Newark Library	Thomas J. Carey	10, 222
East Orange	Free Public Library	Louise G. Hinsdale	51, 966
Edgewater	Free Library	Edna Phillips	5, 561
Elizabeth	Free Public Library	C. A. George	51, 000
Englewood	do	Irene A. Hackett	17, 000
Gladstone	Gladstone and Peapack Public Library	J. H. Wood	1, 200
Glen Ridge	Free Public Library	Margaret D. Brower	9, 000
Hackensack	Johnson Public Library	Mary Bogan	21, 131
Haddonfield	Free Public Library	Anna L. Cawley	8, 000
Hoboken	do	Thomas F. Hatfield	70, 000
Jersey City	do	Edmund W. Miller	179, 225
Kearny	do	M. Belle Kilbourn	11, 829
Lakewood	do	Katherine L. Hinsdale	6, 745
Long Branch	Public Library	Mary Clarkson	5, 000
Millville	do	Madelaine Powell	4, 000
Montclair	Free Public Library	Alta M. Barker	40, 937
Morristown	Morristown Library and Lyceum	Mary P. Parsons	5, 000
Navesink	Library Association	Adelaide H. Wright	2, 173
New Brunswick	Free Public Library	Mary N. Walker, acting.	36, 570
Do	Gardner A. Sage Library	John C. Van Dyke	33, 000
Newark	Free Public Library	John C. Dana	245, 007
Newton	Dennis Library	A. Elizabeth Case	7, 500
Nutley	Free Public Library	Irene Calvert Phillips	5, 954
Orange	Free Library	Elizabeth H. Weeson	41, 534
Passaic	Public Library	Edna B. Pratt	41, 000
Pateron	Free Public Library	George F. Winchester	69, 567
Perth Amboy	do	Alice Goddard	13, 000
Plainfield	Public Library and Reading Room	Florence M. Bowman	56, 959
Princeton	Free Public Library	Agnes Miller	9, 000
Rahway	Rahway Library Association	Adele W. Lupton	16, 000
Riverton	Free Library	Elizabeth B. Campbell	5, 000
Rockaway	Free Public Library	Etta Davey	3, 000
Rutherford	do	Dorothy E. Burrows	9, 000
Salem	Free Library	Rev. Elliston J. Perot, acting	625
Somerville	Public Library	Elizabeth Carter	8, 000
South Orange	South Orange Library	Julia Schneider	10, 000
Summit	Free Public Library	Emilie Hill	14, 000
Tabor	Mount Tabor Free Library	Charlotte E. Johns	4, 100
Trenton	Free Public Library	Howard L. Hughes	75, 658
Do	State Library	John P. Dillard	105, 000
Vineyard	Free Public Library	Minnie G. Clark	7, 436
Weehawken	do	Louise I. Macpherson	18, 000
West Hoboken	do	Paul M. Konert	13, 203
Westfield	do	Bessie Smith	12, 548
NEW MEXICO.			
Albuquerque	Public Library	Mrs. Bernice Seward	10, 000
East Las Vegas	Carnegie Public Library	Elizabeth Cooley	7, 500

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
NEW YORK.			
Akron.....	High School Library.....	Irma Eckerson.....	1,800
Albany.....	Free Library.....	Miss C. A. Deevey.....	10,225
Do.....	State Library.....	James I. Wyer, Jr.....	423,784
Do.....	Union Free Library.....	Agnes H. McCarthy.....	10,000
Do.....	Young Men's Association, Central Library.....	E. Elizabeth Barker.....	23,813
Do.....	Y. M. A. Pruyn Library.....	Mabel McNay.....	14,437
Albion.....	Swan Library.....	Lillian A. Achilles.....	12,000
Alden.....	Ewell Free Library.....	Mary C. Patrell.....	5,513
Amsterdam.....	Free Library.....	Mrs. Katherine B. Cooley.....	15,997
Angelica.....	do.....	Mrs. Mary G. Horner.....	8,001
Auburn.....	Seymour Library.....	Elizabeth Porter Clarke.....	30,000
Bath.....	Davenport Library.....	Mary L. Dodd.....	9,000
Belmont.....	Free Library.....	Ella Sortore.....	5,832
Binghamton.....	Public Library.....	William F. Seward.....	41,719
Boonville.....	Erwin Library.....	Allice D. Freeman.....	5,823
Bridge Hampton.....	Hampton Library.....	May T. Van Scoy.....	11,351
Bronxville.....	Public Library.....	Mrs. Roger M. Sherman.....	7,503
Brooklyn.....	do.....	Frank P. Hill.....	850,000
Do.....	Pratt Institute Free Library.....	Edward F. Stevens.....	114,781
Buffalo.....	Grosvenor Library.....	Augustus H. Shearer.....	112,000
Do.....	Public Library.....	Walter L. Brown.....	355,021
Do.....	Historical Society Library.....	Mrs. Anna A. Andrews.....	21,500
Cambridge.....	Public Library.....	May Carpenter.....	7,852
Camden.....	Library Association.....	Mrs. O. A. Manzer.....	6,000
Canandaigua.....	Wood Library.....	S. N. Lee.....	8,500
Canastota.....	Public Library.....	Mrs. Nellie H. Willis.....	8,743
Canton.....	Free Library (Benton Memorial).....	Fanny E. Weed.....	8,057
Catskill.....	Public Library.....	Emily F. Becker.....	11,000
Castroville.....	do.....	Elizabeth B. Needham.....	14,713
Chatham.....	do.....	Mabel E. Stafford.....	9,528
Clinton.....	Kirkland Town Library.....	Ruth W. Raymond.....	6,133
Cohoes.....	City Library.....	Elmer E. Bell.....	6,310
Cooperstown.....	Village Club and Library.....	Elizabeth K. Hoyt.....	5,700
Corning.....	Free Library.....	E. Pearl Wheeler.....	10,000
Cortland.....	Franklin Hatch Library.....	Margaret H. Force.....	6,223
Coxsackie.....	Heermance Memorial Library.....	Ethel C. Johnson.....	6,600
Danville.....	Public Library.....	Susie M. Parker.....	6,948
Dahl.....	Free Library.....	Stanley S. Kilkenny.....	6,000
Dryden.....	Southworth Library.....	Jennie Kennedy.....	11,454
Dunkirk.....	Free Library.....	Carlina M. Manchow.....	16,764
East Hampton.....	do.....	E. C. Hedges.....	10,710
Ellenville.....	Public Library.....	Mrs. B. B. Demarest.....	7,500
Elmira.....	Steele Memorial Library.....	Mrs. Kate D. Andrew.....	23,886
Endicott.....	Free Library.....	Anna G. Hall.....	3,000
Fredonia.....	Darwin R. Barker Library.....	Florence S. Hall.....	11,245
Fulton.....	Public Library.....	Frances V. Forsyth.....	8,355
Genesee.....	Wadsworth Library.....	Ethel W. Frazer.....	21,143
Geneva.....	Free Library.....	Margaret A. Hayes.....	10,000
Glen Cove.....	Public Library.....	Eugene C. Thorne.....	9,500
Glens Falls.....	Crandall Free Library.....	Gertrude Ferguson.....	13,723
Gloversville.....	Free Library.....	Lucy Edel.....	31,943
Gouverneur.....	Reading Room Association.....	Nettie E. Rutherford.....	6,385
Greene.....	Moore Memorial Library.....	Mary Summers.....	6,786
Greenport.....	Greenport Library.....	Elizabeth Deale.....	2,674
Greenwich.....	Free Library.....	Robert L. Shanks.....	4,291
Haverstraw.....	King's Daughters' Public Library.....	Mary E. Van Orden.....	7,500
Herkimer.....	Free Library.....	Edith M. Sheaf.....	12,000
Homer.....	Phillips Free Library.....	Mary A. Ferguson.....	6,000
Hornell.....	Public Library.....	Mary E. Windsor.....	20,950
Hudson.....	Hendrick Hudson Chapter Free Library.....	Maud A. Rice.....	7,313
Huntington.....	Library Association.....	Mary F. Gaines.....	10,000
Ilion.....	Free Public Library.....	Nellie Mae Cheney.....	17,626
Irvington-on-Hudson.....	Guiteau Library.....	Emma Knodel.....	9,000
Ithaca.....	Cornell Library Association.....	Charles M. Tyler.....	28,479
Jamestown.....	James Prendergast Free Library.....	Lucia T. Henderson.....	26,500
Johnson City.....	Johnson City Library.....	Hazel E. Kilian.....	6,500
Johnstown.....	Public Library.....	Katherine M. Seaman.....	15,346
Kingston.....	City Library.....	Marion Herbert.....	10,000
Lawrence.....	High School Library.....	Marjorie I. Fairgrove.....	8,081
Little Falls.....	Public Library.....	Mabel E. Richards.....	11,317
Lockport.....	do.....	Carrie F. Gates.....	11,513
Lyons.....	Civic Club Free Library.....	Mrs. Ella B. Leonard.....	3,025
Marathon.....	Peck Memorial Library.....	J. W. Livingston.....	6,500
Middletown.....	Middletown Library.....	Mary K. Van Keuran.....	16,621
Millbrook.....	Free Library.....	Marion S. Morse.....	5,486
Moravia.....	Powers Library.....	Mrs. Sarah A. C. Butler.....	9,500
Mount Vernon.....	Public Library.....	Frances D. Thomson.....	38,150

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of Library.	Librarian.	Number bound volumes.
NEW YORK—continued.			
New Rochelle.....	Public Library.....	Mary E. Huntington.....	40,000
New York.....	.....do.....	Edwin H. Anderson.....	2,515,357
New York (Jamaica P. O.).....	Queens Borough Public Library.....	Jessie F. Hume.....	220,000
Newark.....	Free Public Library.....	Louise Merriman.....	10,000
Newburgh.....	Free Library.....	Lillian O. Estabrook.....	40,327
Niagara Falls.....	Public Library.....	Earl W. Browning.....	25,800
North Tonawanda.....	.....do.....	Mrs. Mary T. Warren.....	14,306
Norwich.....	Guernsey Memorial Library.....	N. Louise Ruokteshler.....	13,535
Nyack.....	Nyack Library.....	Helen L. Powell.....	10,433
Ogdensburg.....	Public Library.....	Mary K. Hasbrouck.....	18,567
Olean.....	.....do.....	Maud D. Brooks.....	14,000
Oneonta.....	.....do.....	Mrs. Elizabeth W. Blackall.....	14,961
Oranburg.....	.....do.....	Margaret Acker.....	9,515
Oswego.....	City Library.....	Robert S. Kelsey.....	8,975
Owego.....	Coburn Free Library.....	Lillian E. Foster.....	11,084
Oxford.....	Oxford Memorial Library.....	Lillian J. Emerson.....	7,311
Oyster Bay.....	Free Library.....	Lula P. Sammis.....	7,332
Palmyra.....	Kings Daughters Free Library.....	Irene M. Kent.....	4,883
Patchogue.....	Public Library.....	Mrs. Alma D. Custard.....	6,800
Peekskill.....	Field Library.....	Julia A. Sprague.....	9,000
Penn Yan.....	Public Library.....	Henrietta H. Kimball.....	9,294
Plattsburg.....	.....do.....	Ernest S. Hall.....	16,570
Port Henry.....	Sherman Free Library.....	Anna L. Walton.....	8,744
Port Jervis.....	Free Library.....	Anna E. Wells.....	20,960
Potdam.....	Public Library and Reading Room.....	Mrs. Sadie A. Bixby.....	7,781
Poughkeepsie.....	Adriance Memorial Library.....	John C. Sickley.....	55,469
Rensselaer.....	Bath-on-Hudson Public Library.....	Alno Ashton.....	5,300
Rochester.....	Public Library.....	William F. Yust.....	73,321
.....do.....	Reynolds Library.....	Anne R. Collins.....	80,785
Rockville Center.....	Public Library.....	Winona C. Martin.....	7,006
Rome.....	Jervis Library Association.....	Eugenie Stevens.....	18,000
Rye.....	Free Reading Room.....	Luella Otis Beaman.....	6,022
Sag Harbor.....	John Jernin Memorial Library.....	Mrs. Olive F. Young.....	11,675
Salem.....	Bancroft Public Library.....	Frances F. Leighton.....	12,000
Saranac Lake.....	Free Library.....	Ruth V. Richardson.....	7,106
Saugerties.....	Public Library.....	Aldia A. MacAdam.....	9,670
Schenectady.....	.....do.....	Henry Glen.....	40,657
Seneca Falls.....	Mynderse Library.....	Ellen F. Wickes.....	4,644
Shelter Island.....	Public Library.....	Mrs. M. H. Conklin.....	4,615
.....do.....	.....do.....	Adelaide E. Harrington.....	7,741
Sherman.....	Minerva Free Library.....	Florence E. Hawley.....	6,000
Sidney.....	Public Library.....	Bessie Talcott.....	7,526
Stannettles.....	Library Association.....	Lydia H. Cobane.....	15,307
Solvay.....	Public Library.....	Cornelia Mertens.....	7,450
Southampton.....	Rogers Memorial Library.....	Julia W. Foster.....	12,713
Springville.....	Public Library.....	Lucy A. Bensley.....	9,763
Syracuse.....	.....do.....	Paul M. Paine.....	118,526
Tarrytown.....	Young Men's Lyceum Library.....	Flora C. Millard.....	12,651
Tonawanda.....	Public Library.....	Mrs. Ada M. Rork.....	8,206
.....do.....	.....do.....	Mary L. Davis.....	50,526
Utica.....	.....do.....	Caroline M. Underhill.....	90,801
Walden.....	Josephine-Louise Public Library.....	Ethel S. Leeming.....	2,725
Walton.....	W. B. Ogden Free Library.....	Mrs. Eugenia Smith.....	6,475
Warrensburg.....	Richards Library.....	Mary S. Crandall.....	5,466
Warsaw.....	Public Library.....	Helen M. Cameron.....	7,404
Waterloo.....	Library and Historical Society.....	Lula M. Clark.....	6,815
Watertown.....	Roswell P. Flower Memorial Library.....	Samuel A. Hayt.....	34,120
Wellsville.....	David A. Howe Public Library.....	Fannie E. Crittenden.....	12,615
West Hoboken.....	Free Public Library.....	Paul M. Komet.....	16,290
Westfield.....	Patterson Library.....	Sarah H. Ames.....	21,932
White Plains.....	Public Library.....	Clara F. Hopper.....	20,900
Wyoming.....	Free Library.....	Vivian F. Arnold.....	7,040
Yonkers.....	Public Library.....	Helen M. Blodgett.....	46,919
NORTH CAROLINA.			
Asheville.....	Pack Memorial Library.....	Ann Talbot Erwin.....	13,641
Charlotte.....	Carnegie Library.....	Mary B. Palmer.....	9,000
Durham.....	Public Library.....	Mrs. A. F. Origgs.....	6,000
Greensboro.....	.....do.....	Bettie D. Caldwell.....	15,523
Ledger.....	Good Will Free Library.....	A. W. Willis.....	2,000
Raleigh.....	Olivia Raney Library.....	Jennie H. Coffin.....	13,780
.....do.....	State Library.....	Alex J. Feild.....	45,841
Wilmington.....	Public Library.....	Allice Le Grand.....	6,810
Winston-Salem.....	Carnegie Public Library.....	Pamela Bynum.....	8,046

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
NORTH DAKOTA.			
Bismark.....	State Law Library	J. H. Newton	10, 250
Devils Lake.....	Carnegie Library	Marie E. O'Brien	4, 538
Dickinson.....	Public Library	Zenka I. Trinka	4, 725
Fargo.....	do.	Winnie Bucklin	12, 001
Grand Forks.....	do.	Lillian E. Cook	10, 000
Jamestown.....	do.	Alice M. Paddock	6, 399
Minot.....	Free Public Library	Margaret Greene	6, 162
OHIO.			
Akron.....	Public Library	Mary P. Edgerton	34, 000
Alliance.....	Carnegie Free Library	Margaret E. Atwell	10, 800
Ashabula.....	Public Library	Ethel J. MacDowell	9, 679
Bellefontaine.....	Carnegie Free Library	Laura O. Morgan	8, 050
Bellevue.....	Carnegie-Stahl Public Library	Emma C. Sutter	9, 000
Bryan.....	Free Public Library	Alice M. Walt	5, 840
Bucyrus.....	Public Library	Grace J. Fuller	8, 000
Cadiz.....	do.	Carolyn S. McCann	6, 000
Cambridge.....	do.	Martha G. Robins	9, 500
Canton.....	Public Library Association	Mary P. Martin	26, 429
Carey.....	Dorcas Carey Public Library	Margie Sutphen	5, 785
Chillicothe.....	Public Library	Burton E. Stevenson	26, 500
Cincinnati.....	do.	N. D. C. Hodges	518, 175
Circleville.....	do.	Mary E. Wilder	17, 000
Cleveland.....	do.	William H. Brett	500, 000
Clyde.....	do.	Chella Hutchinson	6, 800
Columbus.....	do.	John J. Pugh	100, 000
Do.....	State Library	C. B. Galbreath	120, 000
Conneaut.....	Carnegie Public Library	Marie T. Brown	10, 378
Coshocton.....	Public Library	Eleanor Olney	10, 951
Cuyahoga Falls.....	Taylor Memorial Library	Mary L. Graham	6, 000
Dayton.....	Public Library	Electra C. Doran	84, 915
Defiance.....	do.	Jewel Fouke	15, 800
Delaware.....	City Library	Mrs. Margaret Lahr	10, 770
East Liverpool.....	Carnegie Public Library	Mary H. Hall	11, 190
Elyria.....	Elyria Library	Grace M. Petersen	25, 948
Findlay.....	Public Library	Mary B. Morrison	13, 000
Fremont.....	Birchard Library	Eva Morris	12, 000
Gallion.....	Public Library	Estella B. Coyle	6, 288
Gallipolis.....	do.	Mrs. Addie A. Vanden	8, 492
Geneva.....	Free Public Library	Mrs. Viola A. Wheaton	6, 200
Germantown.....	Public Library	Mrs. Adelaide Taylor	7, 251
Greenville.....	Carnegie Library	Minnie J. Routsong	15, 428
Hamilton.....	Lane Public Library	Hattie S. James	14, 500
Hillsboro.....	Public Library	Frances H. Detwiler	8, 000
Ironton.....	Briggs Library	Nellie John Shaw	7, 977
Lakewood.....	Public Library	Roima A. Ingham	15, 798
Lancaster.....	do.	Ella Hite	11, 231
Lebanon.....	do.	Jennie Unglesby	8, 626
Lima.....	do.	Martha Gamble	13, 000
Lisbon.....	Lepper Library	Mrs. M. P. Springer	4, 000
London.....	Public Library	Hattie D. Smith	7, 527
Lorain.....	do.	Elizabeth K. Steele	10, 879
Mansfield.....	do.	Helen J. Fox	20, 500
Marietta.....	do.	Willia D. Cotton	17, 000
Marion.....	do.	Helen L. Kramer	10, 315
Massillon.....	McClmonds Public Library	Clara Miller	22, 000
Medina.....	Franklin Sylvester Library	Evangeline Johnson	10, 600
Mount Vernon.....	Public Library	Loma P. Arndt	8, 575
New Straitsville.....	do.	Mrs. Maria E. Martin	6, 500
Newark.....	do.	Mrs. Neva E. Rees	12, 340
Niles.....	do.	Ida E. Sloan	6, 103
Painesville.....	do.	Margaret Kilbourne	11, 550
Perrysburg.....	Way Library	Eleanor D. Morderwell	11, 090
Portsmouth.....	Free Public Library	Nana A. Newton	25, 000
Salem.....	Public Library	Mrs. Helen S. Carey	11, 460
Sandusky.....	Library Association	Edna A. Holzaepfel	20, 995
Shelby.....	Marvin Memorial Library	Ella Askew	5, 500
Sidney.....	Public Library	Emma Graham	13, 000
Springfield.....	Warder Public Library	Alice Burrowes	33, 384
Tiffin.....	Public Library	Jessie D. Hershiser	11, 606
Toledo.....	do.	Herbert S. Hirschberg	100, 000
Urbana.....	do.	Mrs. Harriet C. Milne	11, 000
Van Wert.....	Brumback Library	Harriet C. Long	25, 000
Warren.....	Public Library	Cornelia G. Smith	16, 519
Washington Courthouse.....	Carnegie Public Library	Elizabeth Johnson	7, 000
Wellington.....	Public Library	Edith E. Robinson	11, 300
Wilmington.....	Carnegie Library	Minnie Farren	7, 000

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
OHIO—continued.			
Wooster	Public Library	Myrtle M. Allen	10,000
Xenia	Greene County Library	Etta G. McElwain	16,722
Youngstown	Reuben McMillan Free Library	Joseph L. Wheeler	72,280
Zanesville	John McIntire Public Library	Mary E. Elder	25,077
OKLAHOMA.			
Chickasha	Carnegie Public Library	Fannie Whitaker	8,000
El Reno	do	Elizabeth Sinclair	6,200
Enid	do	Mrs. Cora C. Porter	9,225
Guthrie	Carnegie Library	Mrs. Bertha G. McBride	10,000
Muskogee	Public Library	Mary R. Radford	12,328
Oklahoma	Carnegie Public Library	Mary E. Hays	26,482
Do	State Library	E. G. Spilman	50,000
Shawnee	Carnegie Public Library	Trimmer S. Funk	10,525
Tulsa	Public Library	Alma R. McGlenn	7,250
Woodward	Carnegie Public Library	Mrs. Harry B. Hall	1,400
OREGON.			
Ashland	Free Public Library	Blanche E. Hicks	7,272
Astoria	Public Library	Katherine C. Barker	6,000
Baker	do	Lula M. Smith	7,800
Hood River	County Library	Ethel M. Goudy	5,730
La Grande	Public Library	Lucia Haley	3,000
Medford	do	Elizabeth Robinson	6,627
Pendleton	Umatilla County Library	Sabra L. Nason	12,096
Portland	Library Association	Mary F. Isom	264,732
Salem	Public Library	Flora M. Case	12,000
Do	State Library	Cornelia Marvin	125,000
The Dalles	Wasco County Library	Corinne A. Metz	12,000
PENNSYLVANIA.			
Allentown	Free Library	Isabel McC. Turner	12,300
Ardmore	do	M. Rebecca Lingenfelter	6,000
Athens	Spalding Memorial Library	Helen Thurston	7,125
Beaver Falls	Carnegie Free Library	Hazel R. Clifton	12,455
Bethlehem	Free Library of the Bethlehems	Elizabeth D. Burrows	14,821
Bloomsburg	Public Library	Edith Patterson	7,614
Braddock	Carnegie Free Library	George H. Lamb	68,000
Bradford	Carnegie Public Library	Susan L. Sherman	21,787
Butler	Free Public Library	Clara B. McJunkin	5,000
Canton	Green Free Library	Sadie L. Parsons	7,958
Carlisle	J. Herman Bosler Memorial Li- brary.	William Homer Ames	7,661
Carnegie	Andrew Carnegie Free Library	Emma L. Rood	17,000
Chester	Free Library	Dorothy M. Cochran	10,995
Do	West End Free Library	Myrtle C. Lehman	6,492
Connellsville	Carnegie Free Library	Margaret M. Whiteman	14,765
Conshohocken	Free Library	Mrs. S. M. Aken	5,478
Corry	Public Library	Mrs. Emma A. Dean	6,500
Coudersport	do	Chloe A. Haugheberry	7,000
Danville	Thomas Beaver Library	Janet Bird	16,335
Darby	Free Library	Helen M. Serrill	8,000
Duquesne	Carnegie Free Library	Charles E. Wright	27,000
Easton	Public Library	Henry F. Marx	27,883
Erie	do	Mrs. Jean A. Hard	62,738
Fallington	Fallington Library	Mary E. Watson	9,900
Franklin	Library Association	Mary H. Clarke	10,375
Germantown	Friends Free Library	Hannah M. Jones	31,000
Hanover	Public Library	Olive M. Ryder	14,650
Harrisburg	do	Alice R. Eaton	20,000
Do	State Library	Thomas L. Montgomery	175,000
Hatboro	Union Library	Mrs. Charles E. Yerkes	15,000
Hazleton	Public Library	Alice Willgerod	17,000
Jenkintown	Abington Library Society	Florence M. Ridpath	12,738
Johnstown	Cambria Free Library	L. Helen Berkeley	24,237
Kennett Square	Bayard Taylor Memorial Library	Alice W. Swayne	5,000
Lancaster	A. Herr Smith Memorial Library	Helen E. Myers	14,737
Langhorne	Langhorne Library	Ethel G. Praul	6,800
Lansdowne	Free Public Library	M. Sophronia Beatty	5,800
Lebanon	Public Library	Helen S. Beltser	7,305
Lock Haven	Annie Halenbake Ross Library	Florence Hulings	9,000
Mauch Chunk	Dimmick Memorial Library	Inez Crandle	12,332
McKeesport	Carnegie Free Library	Marian Price	16,876
Meadville	Free Public Library	Charlotta M. Campbell	8,674
Media	Free Library	Rebecca Smedley, jr.	7,230

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
PENNSYLVANIA—contd.			
Montrose.....	Susquehanna County Free Library.	F. A. Alden.....	10,000
Mount Holly Springs.....	Amelia S. Given Free Library.....	Stella Goodyear.....	5,292
Munhall.....	Carnegie Library of Homestead.....	W. F. Stevens.....	46,300
New Castle.....	Free Public Library.....	Alice M. Sterling.....	9,746
Newton.....	Newton Library Co.....	W. E. Martindell.....	8,500
Norristown.....	William McCann Library.....	Helen A. Bomberger.....	8,205
North East.....	McCord Memorial Library.....	Rebecca M. Leete.....	5,500
Oakmont.....	Public Library.....	Blanche McIlvaine.....	5,991
Oil City.....	Carnegie Public Library.....	Emily S. Glezen.....	15,515
Philadelphia.....	Free Library.....	John Ashurst.....	515,925
Phoenixville.....	Public Library of the Phoenixville School District.	Ida M. Wagoner.....	10,438
Pittsburgh.....	Carnegie Free Library of Allegheny.	Edward E. Eggers.....	115,000
Do.....	Carnegie Library of Pittsburgh.	John H. Leete.....	424,570
Pottsville.....	Free Public Library.....	Flora B. Roberts.....	11,453
Reading.....	Public Library.....	Edward A. Howell.....	45,000
Ridley Park.....	Ridley Park Library.....	Alma I. Deppisch.....	6,170
Scottsdale.....	Free Public Library.....	Edna L. Krouse.....	12,000
Scranton.....	Public Library.....	Henry J. Carr.....	82,600
Sewickley.....	do.....	Harriet D. McCarty.....	13,132
Titusville.....	Benson Memorial Library.....	Viola G. Hively.....	11,000
Towanda.....	Public Library.....	Dora S. Potter.....	8,406
Wallingford.....	Helen Kate Furness Free Library.	Dorothy F. Palmer.....	3,300
Warren.....	Library Association.....	Mary C. Weiss.....	30,000
Washington.....	Citizens' Free Library.....	Janet M. Clark.....	17,410
West Chester.....	Library Association.....	Sarah P. Bedford.....	13,145
Wilkes-Barre.....	Osterhout Free Library.....	Myra Poland.....	51,197
Williamsport.....	James V. Brown Library.....	O. R. Howard Thomson.....	27,717
Yardley.....	Yardleyville Library.....	Dorothy Wightman.....	5,000
York.....	Public Library.....	F. L. Spangler, acting.....	14,000
RHODE ISLAND.			
Anthony.....	Free Library.....	Myra S. Anthony.....	10,870
Apponaug.....	do.....	Mrs. Alice S. Means.....	7,394
Ashaway.....	do.....	L. R. Crandall.....	7,585
Attun.....	Public Library.....	Clara L. Foster.....	8,000
Barrington.....	do.....	Mrs. Erna S. Bradford.....	13,000
Bristol.....	Rogers Free Library.....	George U. Arnold.....	20,658
Carolina.....	Public Library.....	Friend W. Brooks.....	5,000
Centerdale.....	Union Library.....	Frank C. Angell.....	6,105
Central Falls.....	Free Public Library.....	Edward E. Calder.....	17,500
Crompton.....	Free Library.....	Bertha M. Brayton.....	7,147
East Greenwich.....	do.....	Mrs. Ella D. Chapman.....	10,000
East Providence.....	Watchemoket Free Public Library.	Mrs. Jennie E. Briggs.....	9,468
Edgewood.....	Free Public Library.....	Alice W. Morse.....	6,983
Greenville.....	Public Library.....	May B. Lamb.....	5,727
Hope Valley.....	Langworthy Public Library.....	Laura S. Yeaw.....	7,568
Jamestown.....	Philomenian Library.....	Mrs. L. C. Hammond.....	7,779
Kingston.....	Free Library.....	Isabel Eddy.....	9,500
Lakewood.....	do.....	Frank B. Wight.....	6,842
Newport.....	People's Library.....	Luella K. Leavitt.....	33,454
Do.....	Redwood Library and Athenaeum.	George L. Hincley.....	64,781
Oak Lawn.....	Free Public Library.....	Ernest L. Sperry.....	8,100
Pawtucket.....	Deborah Cook Sayles Public Library.	William D. Goddard.....	38,904
Peace Dale.....	Narragansett Library Association.	Alice E. Potter.....	16,000
Phenix.....	Pawtucket Valley Free Library.....	Lucille S. Hines.....	10,470
Providence.....	Public Library.....	William E. Foster.....	175,131
Do.....	State Library.....	Herbert O. Brigham.....	43,000
Do. (Cranston St.).....	Arlington Public Library.....	Mary F. Walker.....	5,897
Do. (Olneyville Station). Do. (Olneyville Station).	Olneyville Free Library.....	Mrs. Harriet N. Richardson.....	11,355
Riverside.....	Public Library.....	Mary W. Blodget.....	6,156
Rumford.....	East Providence Centre Free Library.	Bessie D. Paul.....	6,180
Shawomet.....	League Free Library.....	Mrs. Mary A. S. Lane.....	6,280
Tiverton.....	Whitridge Hall Free Library.....	Mrs. Mary J. S. Stimson.....	6,805
Warren.....	George Hall Free Library.....	Emilie A. Ide.....	8,817
Westerly.....	Public Library.....	Joseph L. Peacock.....	43,053
Woonsocket.....	Harris Institute Library.....	Ama H. Ward.....	21,479

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
SOUTH CAROLINA.			
Anderson.....	Carnegie Library.....	Mrs. G. H. Geiger.....	5,300
Charleston.....	Library Society.....	Ellen M. Fitts Simons.....	47,000
Columbia.....	State Library.....	Mrs. Virginia G. Moody.....	40,000
Greenville.....	Mebbett Free Library.....	Mrs. Rebecca Deal.....	8,000
Marion.....	Public Library.....	Louise McI. McMaster.....	6,000
Spartanburg.....	Kennedy Free Library.....	Mary M. Baugham.....	8,000
SOUTH DAKOTA.			
Aberdeen.....	Alexander Mitchell Library.....	Mrs. A. H. Drum.....	8,064
Deadwood.....	Public Library.....	Mrs. Elizabeth S. Phelps.....	5,479
Lead.....	Hearst Free Library.....	Ether Thompson, acting.....	10,309
Mitchell.....	Carnegie Library.....	Edla Laurson.....	8,534
Pierre.....	do.....	Mrs. Maud Russell Carter.....	5,920
Do.....	State Library.....	Doane Robinson.....	44,825
Redfield.....	Carnegie Library.....	Myrtle Francis.....	4,680
Sioux Falls.....	Carnegie Free Library.....	Alberta A. Callie.....	16,032
Vermilion.....	Public Library.....	Mildred I. Grange.....	3,788
Yankton.....	Carnegie Library.....	Jessie Bartholomew.....	9,431
TENNESSEE.			
Chattanooga.....	Public Library.....	Margaret S. Dunlap.....	44,160
Knoxville.....	Lawson McGhee Library.....	Mary U. Rothrock.....	28,856
Memphis.....	Cossitt Library.....	Charles D. Johnston.....	123,411
Nashville.....	Carnegie Library.....	Margaret McE. Kercheval.....	76,157
Do.....	State Library.....	Mary Skaffington.....	150,000
TEXAS.			
Austin.....	State Library.....	C. Klaerner.....	35,000
Belton.....	Carnegie Public Library.....	Emma Lee.....	3,448
Bryan.....	do.....	Miss Willie Rogers.....	14,059
Cleburne.....	do.....	Rebecca Royall.....	8,185
Corsicana.....	Public Library.....	Mrs. Mattie C. Houston.....	11,000
Dallas.....	do.....	Betsy T. Wiley.....	54,446
Denison.....	XXI Club Library.....	Mrs. W. C. King.....	2,500
El Paso.....	Public Library.....	Mrs. Maud D. Sullivan.....	11,927
Fort Worth.....	Carnegie Public Library.....	Mrs. Charles Schenber.....	31,166
Galveston.....	Rosenberg Library.....	Frank C. Patten.....	60,000
Houston.....	Lyceum and Carnegie Library.....	Julia Ideson.....	40,600
Lockhart.....	Dr. Eugene Clark Library.....	Mae Camp.....	5,000
San Antonio.....	Carnegie Library.....	Elizabeth H. West.....	49,004
Temple.....	do.....	Mrs. W. S. Bands.....	6,300
Tyler.....	Public Library.....	Rumana McManis.....	9,280
Waco.....	do.....	Pauline McCauley.....	22,567
Waxahachie.....	N. P. Sims Library.....	Irene D. Galloway.....	7,300
UTAH.			
Ogden.....	Carnegie Free Library.....	Grace W. Harris.....	14,831
Salt Lake City.....	Free Public Library.....	Joanna H. Sprague.....	75,758
Do.....	State Library.....	H. W. Griffith.....	16,100
Springville.....	Public Library.....	Louise Rowland.....	1,300
VERMONT.			
Barre.....	Aldrich Public Library.....	Ruth Parker.....	12,508
Bellows Falls.....	Rockingham Free Public Library.....	Mrs. Nellie M. Plantier.....	12,255
Bennington.....	Free Library.....	Marion A. Addis.....	8,063
Brandon.....	Free Public Library.....	Mrs. Ida J. S. Kingsley.....	7,250
Brattleboro.....	Public Library.....	Mary Shakshober.....	22,945
Burlington.....	Fletcher Free Library.....	George D. Smith.....	40,000
Cavendish.....	Fletcher Town Library.....	E. G. White.....	3,700
Chelsea.....	Public Library.....	Mary J. George.....	10,000
Danby.....	Griffith Memorial Library.....	Vera H. Griffith.....	8,673
Derby Line.....	Haskell Free Library.....	O. M. Carpenter.....	8,326
Fair Haven.....	Public Library.....	Mrs. Margaret Colville.....	6,000
Lyndonville.....	Cobleskill Public Library.....	Elizabeth C. Hills.....	5,249
Manchester.....	Mark Skinner Library.....	Eleanor Eggleston.....	19,694
Middlebury.....	Public Library.....	Susan E. Archibald.....	9,581
Montpelier.....	Kellogg-Hubbard Library.....	Evelyn E. Leong.....	30,917
Do.....	State Library.....	George W. Wing.....	76,000
Newbury.....	Tenney Memorial Library.....	F. M. Atkinson.....	7,000
Newport.....	Goodrich Memorial Library.....	Lizzie M. Sargent.....	10,108
Pittsford.....	Macdure Library.....	Mary T. Randall.....	8,000
Poulinsey.....	Free Library.....	Lellie M. Vaughan.....	4,600
Freeston.....	do.....	Mary K. Norton.....	10,000

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of Library.	Librarian.	Number bound volumes.
VERMONT—continued.			
Randolph.....	Kimball Public Library.....	Dealer C. Montlon.....	8,200
Rutland.....	Free Library.....	Lucy D. Cheney.....	21,728
Do.....	H. H. Baxter Memorial Library.....	Mrs. A. P. Riker.....	14,000
St. Albans.....	Free Library.....	Bertha C. Jennison.....	9,000
St. Johnsbury.....	St. Johnsbury Athenaeum.....	Edward T. Fairbanks.....	20,000
Springfield.....	Town Library.....	Elizabeth McCarthy.....	9,330
Strafford.....	Harris Library.....	Helen D. Moore.....	7,000
Vergennes.....	Bixby Memorial Free Library.....	Edith J. Chamberlin.....	9,250
Waterbury.....	Public Library.....	Bertha E. Joselyn.....	5,500
Windsor.....	Library Association.....	Jennie C. Penniman.....	16,000
Woodstock.....	Norman Williams Public Li- brary.....	Alice L. Eaton.....	23,000
VIRGINIA.			
Alexandria.....	Alexandria Library.....	Alice J. Green.....	9,000
Fredericksburg.....	Wallace Library.....	Sally N. Gravatt.....	5,500
Lynchburg.....	Geo. M. Jones Memorial Library.....	E. K. Peck, acting.....	5,000
Norfolk.....	Public Library.....	Mary D. Pretlow.....	25,138
Richmond.....	State Library.....	H. R. McIlwaine.....	112,000
Winchester.....	Handley Library.....	C. Vernon Eddy.....	8,000
WASHINGTON.			
Bellingham.....	Public Library.....	Mrs. K. M. Ryan.....	26,000
Everett.....	do.....	Elizabeth R. Topping.....	11,964
Hoquiam.....	do.....	Agnes V. Johnson.....	6,269
North Yakima.....	do.....	Eleanor Stephens.....	8,048
Olympia.....	Washington State Library.....	J. M. Kitt.....	35,000
Riftville.....	Public Library.....	Mrs. Claire L. Miller.....	6,701
Seattle.....	do.....	Judson T. Jennings.....	277,534
Spokane.....	do.....	George W. Fuller.....	77,454
Tacoma.....	do.....	John B. Kaiser.....	85,128
Walla Walla.....	Free Public Library.....	Ellen G. Smith.....	15,000
WEST VIRGINIA.			
Charleston.....	Department Archives and His- tory.....	Henry S. Green.....	67,000
Do.....	State Law Library.....	L. O. Wilson.....	19,000
Huntington.....	Public Library.....	Miss Lewis Harvey.....	16,435
Parkersburg.....	Carnegie Library.....	Anna E. Taylor.....	24,681
Wheeling.....	Public Library.....	Etta M. Roberts.....	37,042
WISCONSIN.			
Antigo.....	Free Public Library.....	Rosette M. Reese.....	10,832
Appleton.....	do.....	Agnes L. Dwight.....	13,929
Ashland.....	Vaughn Library.....	Cecile M. Fennelly.....	8,000
Baraboo.....	Public Library.....	Kate M. Potter.....	10,760
Beaver Dam.....	Williams Free Library.....	Hattie A. Doolittle.....	10,314
Beloit.....	Public Library.....	Nellie B. McAlpine.....	17,089
Berlin.....	do.....	Margaret Biggart.....	5,986
Chippewa Falls.....	do.....	Marion C. Bryant.....	9,216
Columbus.....	do.....	Nellie A. Loomis.....	6,780
Darlington.....	do.....	Hattie B. Greene.....	5,652
Delavan.....	Aram Public Library.....	Marion E. Frederickson.....	5,691
De Pere.....	Public Library.....	Helen S. Mathews.....	7,122
Eau Claire.....	do.....	Laura M. Olsen.....	25,015
Evansville.....	Eager Free Public Library.....	Mae G. Phillips.....	6,884
Fond du Lac.....	Public Library.....	Callie Wieder.....	18,000
Fort Atkinson.....	Dwight Foster Public Library.....	Mrs. J. N. Davis.....	6,000
Grand Rapids.....	T. B. Scott Free Library.....	Edith L. Rablin.....	9,737
Green Bay.....	Kellogg Public Library.....	Deborah B. Martin.....	30,000
Hayward.....	Carnegie Free Library.....	Harriette H. Withrow.....	4,000
Hudson.....	Public Library.....	Lucille C. Menkey.....	5,738
Janesville.....	do.....	Mary A. Egan.....	19,719
Kaukauna.....	Free Public Library.....	Lillian E. Bell.....	5,837
Kenosha.....	Gilbert M. Simmons Library.....	Cora M. Frantz.....	34,387
Kilbourn.....	Public Library.....	Lillian F. Ramsay.....	5,757
La Crosse.....	do.....	Lilly M. E. Borresen.....	25,095
Lake Geneva.....	do.....	Gertrude J. Noyes.....	6,223
Madison.....	Free Library.....	Mary A. Smith.....	38,802
Do.....	State Library.....	Gilson G. Glaser.....	60,000
Manitowoc.....	Public Library.....	Martha E. Pond.....	15,036
Marinette.....	Stephenson Public Library.....	Gladys May Andrews.....	16,205
Marshfield.....	Free Library.....	Caroline C. Shaw.....	8,253
Menasha.....	Elaha D. Smith Library.....	Lucy L. Pleasants.....	11,696
Menomonie.....	Tainter Memorial Free Library.....	Mrs. Essie Nickerson.....	13,649

XX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
WISCONSIN—continued.			
Merrill.	T. B. Scott Library.	Winifred Bailey.	9,646
Milwaukee.	Public Library.	Charles E. McLenehan.	340,000
Mineral Point.	do.	Margaret A. Crawford.	6,813
Monroe.	Arabut Ludlow Memorial Library.	Katherine Smock.	10,381
Neenah.	Public Library.	Ida B. Kellogg.	13,640
Oconomowoc.	do.	Anna R. Jones.	5,780
Oconto.	Farnsworth Public Library.	Malvina G. Clausen.	8,224
Oshkosh.	Public Library.	Julia Rupp.	33,437
Portage.	Free Public Library.	Mary E. Porter.	11,983
Racine.	Public Library.	Mary J. Calkins.	34,570
Rhineland.	Free Public Library.	Jessie W. Bingham.	6,964
Rice Lake.	Public Library.	Odile M. Demers.	5,317
Ripon.	do.	Blanche Thompson.	7,787
St. Francis.	Satzmann Library.	Rev. Dr. A. C. Braig.	15,000
Sheboygan.	Public Library.	Bertha Marx.	16,248
Sparta.	Free Library.	Jennie Scouten.	9,169
Stanley.	Public Library.	Grace W. Estes.	4,052
Stevens Point.	do.	Mary Dunegan.	6,445
Superior.	do.	Blanch L. Unterkircher.	34,167
Washburn.	do.	Mrs. May M. Greenwood.	5,600
Watertown.	Free Public Library.	Vivian G. Little.	7,906
Waukesha.	Public Library.	Clara F. Shadall.	7,300
Waupun.	do.	Clara L. Lindsley.	7,837
Wausau.	do.	Cora I. Lansing.	11,994
Wauwatosa.	do.	Grace E. Loveland.	6,883
West Allis.	do.	William E. Jillson.	3,043
Whitewater.	do.	Ella A. Hamilton.	8,647
WYOMING.			
Cheyenne.	Laramie County Public Library.	Luella Moore.	16,000
Do.	State Library.	Frances A. Davis.	45,000
Evanson.	Uinta County Public Library.	Marguerite Cameron.	5,800
Laramie.	Carnegie Public Library.	William S. Ingham.	12,800

XXI.—DIRECTORS OF LIBRARY SCHOOLS.

Location.	Name of institution.	Director.
Los Angeles, Cal.	Public Library Training School.	Mrs. Theodora B. Brewitt, principal.
Riverside, Cal.	Riverside Library Service School.	Joseph F. Daniels, director.
Sacramento, Cal.	California State Library School.	Boulah Mumm, in charge.
Atlanta, Ga.	Library Training School (Carnegie Library).	Tommie Dora Barker, director.
Urbana, Ill.	University of Illinois Library School.	Phineas L. Windsor, director.
Boston, Mass.	Simmons College School of Library Science.	June B. Donnelly, director.
St. Louis, Mo.	St. Louis Library School.	Arthur E. Bostwick, director.
Albany, N. Y.	New York State Library School.	James I. Wyer, director.
Brooklyn, N. Y.	Pratt Institute School of Library Science.	Edward F. Stevens, director.
New York, N. Y.	Library School of the New York Public Library.	Ernest J. Reese, principal.
Syracuse, N. Y.	Syracuse University Library School.	Earl E. Sperry, director.
Cleveland, Ohio.	Western Reserve Library School (Western Reserve University).	Alice S. Tyler, director.
Pittsburgh, Pa.	Carnegie Library School.	John H. Leete, director.
Seattle, Wash.	University of Washington Library School.	William E. Henry, director.
Madison, Wis.	Wisconsin Library School (Wisconsin Free Library Commission and the University of Wisconsin).	Matthew S. Dudgeon, director.

XXII.—EDUCATIONAL BOARDS AND FOUNDATIONS.

Name of board.	President.	Secretary.	Meeting.
Anna T. Jeanes Foundation.	J. H. Dillard, Charlottesville, Va.	Robert R. Moton, Tuskegee Institute, Ala.	New York, N. Y., 1918.
Baron de Hirsch Fund...	E. S. Benjamin.....	Max J. Kohler, 80 Maiden Lane, New York, N. Y.	New York, N. Y., second Sunday in January.
Carnegie Corporation of New York..	Andrew Carnegie, 2 East 91st St., New York, N. Y.	James Bertram, 576 Fifth Ave., New York, N. Y.	New York, N. Y.
Carnegie Foundation for the Advancement of Teaching.	H. S. Pritchett, 576 Fifth Ave., New York, N. Y.	Clyde Furst, 576 Fifth Ave., New York, N. Y.	New York, N. Y.
General Education Board.	F. T. Gates, chairman, 61 Broadway, New York, N. Y.	Wallace Buttrick, 61 Broadway, New York, N. Y.	New York, N. Y.
John F. Slater Fund.....	James H. Dillard, Charlottesville, Va.	Miss G. C. Mann, Charlottesville, Va.	New York, N. Y.
Kahn Foundation for the Foreign Travel of American Teachers.	E. D. Adams, 71 Broadway, New York, N. Y.	Frank D. Fackenthal, Columbia University, New York, N. Y.	New York, N. Y.
Phelps-Stokes Fund.....	I. N. Phelps Stokes, chairman, 100 William St., New York, N. Y.	Anson Phelps Stokes, Yale University, New Haven, Conn.	New York, N. Y.
Rockefeller Foundation...	George E. Vincent, New York, N. Y.	Jerome D. Greene, 61 Broadway, New York, N. Y.	New York, N. Y.
Russell Sage Foundation..	Mrs. Russell Sage, 604 Fifth Ave., New York, N. Y.	John M. Glenn, 180 East 22d St., New York, N. Y.	Monthly, October to May, inclusive.

XXIII.—CHURCH EDUCATIONAL BOARDS AND SOCIETIES.

Name of board.	President.	Secretary.
Council of Church Boards of Education in the United States of America.	Frank W. Padelford, 706 Ford Bldg., Boston, Mass.	Ralph D. Kyle, 1244 East 63d St., Chicago, Ill.
American Baptist Education Society.....	Clark W. Chamberlain, Granville, Ohio.	Frank W. Padelford, 706 Ford Bldg., Boston, Mass.
American Christian Convention, Department of Education.	W. G. Sargent, Providence, R. I.	Hugh A. Smith, West Milton, Ohio.
American Unitarian Association, Committee on Education.	.....	.....
Congregational Education Society.....	C. F. Swift, Fall River, Mass.	Frank M. Sheldon, 14 Beacon St., Boston, Mass.
Disciples of Christ, Board of Education.....	R. H. Crossfield, Lexington, Ky.	G. D. Edwards, Columbia, Mo.
Evangelical Lutheran Church, Board of Education.	A. J. Turkle, Stockton Ave. and Arch St., Pittsburgh, Pa.	Charles S. Bauslin, Harrisburg, Pa.
Mennonites of North America, General Conference, Board of Education.	H. H. Ewert, Gretna, Manitoba.	J. H. Langenwalter, Bluffton, Ohio.
Methodist Episcopal Church, Board of Education.	William F. McDowell, Washington, D. C.	E. B. Tipple, Drew Theological Seminary, Madison, N. J.
Methodist Episcopal Church, South, Board of Education.	E. E. Hoss, Muskogee, Okla.	Stonewall Anderson, 810 Broadway, Nashville, Tenn.
National Baptist Convention, Educational Board.	T. J. Searcy, 385 South Cynthia Place, Nashville, Tenn.	S. E. Griggs, Memphis, Tenn.
Northern Baptist Convention, Board of Education.	E. D. Burton, chairman, University of Chicago, Chicago, Ill.	Frank W. Padelford, 706 Ford Bldg., Boston, Mass.
Presbyterian Church in the United States of America, Board of Education.	Charles Wadsworth, jr., 5864 Overbrook Ave., Philadelphia, Pa.	Joseph W. Cochran, 511 Witherspoon Bldg., Philadelphia, Pa.
Presbyterian Church in the United States of America, College Board.	Edwin A. McAlpin, jr., 156 Fifth Ave., New York, N. Y.	Robert Mackenzie, 156 Fifth Ave., New York, N. Y.
Presbyterian Church in the United States (Southern), Executive Committee of Education.	James Quarles, Room 410, Urban Bldg., Louisville, Ky.	Henry H. Sweets, 122 South Fourth Ave., Louisville, Ky.
Protestant Episcopal Church, General Board of Religious Education.	Daniel S. Tuttle, 74 Vandeventer Place, St. Louis, Mo.	Charles H. Boynton, 129 Engle St., Englewood, N. J.

XXIII.—CHURCH EDUCATIONAL BOARDS AND SOCIETIES—Continued.

Name of board.	President.	Secretary.
Reformed Church in America, Board of Education.	Elías W. Thompson, 28 East 23d St., New York, N. Y.	John G. Gebhard, 25 East 23d St., New York, N. Y.
Society of Friends, 5-years' meeting, Board of Education.	Robert L. Kelly, 19 South La Salle St., Chicago, Ill.	Seeth K. Gifford, Baltimore, Md.
Society of Friends, General Conference, Committee on Education.	Bird T. Baldwin, Swarthmore, Pa.	Bertha L. Broomell, 15th and Race Sts., Philadelphia, Pa.
United Evangelical Church, Board of Education.	Franklin Schlegel, 441 West Chestnut St., Philadelphia, Pa.	H. H. Thoren, 2749 Best Ave., Chicago, Ill.
United Presbyterian Church, Board of Education.	David F. Matchett, 6133 Ellis Ave., Chicago, Ill.	Ralph D. Kyle, 1344 East 63d St., Chicago, Ill.

XXIV.—SUPERINTENDENTS OF CATHOLIC PAROCHIAL SCHOOLS.

[Archdioceses are indicated by an asterisk (*).]

Diocese or archdiocese.	Name and title of supervising officer.	Address.
Albany, N. Y.....	Rev. Joseph A. Dunney, S. T. L., inspector of schools.	454 Western Ave., Albany, N. Y.
Baker City, Oreg.....	Rev. Hugh J. Marshall, diocesan inspector of schools.	Klamath Falls, Oreg.
*Baltimore, Md.....	Rev. Lawrence A. Brown, superintendent (Baltimore City).	31 North Fulton Ave., Baltimore, Md.
*Boston, Mass.....	Rev. Augustine F. Hickey, S. T. L., diocesan supervisor of schools.	75 Union Park St., Boston, Mass.
Brooklyn, N. Y.....	Rev. Joseph V. S. McClancy, inspector of schools.	749 Linwood St., Brooklyn, N. Y.
Buffalo, N. Y.....	Rev. Edmund F. Gibbons, superintendent of parochial schools.	1974 Seneca St., Buffalo, N. Y.
Cleveland, Ohio.....	Rev. William A. Kane, diocesan superintendent of parochial schools.	1007 Superior Ave., NE, Cleveland, Ohio.
Columbus, Ohio.....	Rev. John P. Curran, superintendent of schools.	150 East First Ave., Columbus, Ohio.
Crookston, Minn.....	Rev. John P. Funk, diocesan superintendent of schools.	Warren, Minn.
Dallas, Tex.....	Rev. I. J. Harrington, school examiner....	137 Marshall St., Dallas, Tex.
Erie, Pa.....	Rev. John M. Gannon, D. D., D. C. L., superintendent of schools.	Meadville, Pa.
Fall River, Mass.....	Rev. Francis J. Bradley, D. D., diocesan school visitor.	274 Second St., Fall River, Mass.
	Rev. L. Damase Robert, diocesan school visitor.	889 Pine St., Fall River, Mass.
Fargo, N. Dak.....	Very Rev. John Baker, V. G., inspector of schools.	Valley City, N. Dak.
Fort Wayne, Ind.....	Rev. A. E. Lafontaine, superintendent of schools.	1140 Clinton St., Fort Wayne, Ind.
Galveston, Tex.....	Rev. J. B. O'Leary, diocesan director of schools.	Houston Heights, Tex.
Green Bay, Wis.....	Rev. Peter J. Grosnick, diocesan superintendent of schools.	Manawa, Wis.
Hartford, Conn.....	Rev. W. J. Fitzgerald, S. T. L., diocesan supervisor of schools.	340 Collins St., Hartford, Conn.
Little Rock, Ark.....	Rev. Thomas V. Tobin, superintendent....	Cathedral, Little Rock, Ark.
Nashville, Tenn.....	Rev. S. A. Stritch, D. D., supervisor of diocesan schools.	2001 West End Ave., Nashville, Tenn.
*New Orleans, La.....	Rev. L. J. Kavanagh, superintendent.....	2432 Napoleon Ave., New Orleans, La.
*New York, N. Y.....	Rev. Joseph F. Smith, superintendent of schools.	328 West 14th St., New York, N. Y.
	Rev. Michael J. Larkin, S. T. B., superintendent of schools.	308 East 37th St., New York, N. Y.
Newark, N. J.....	Rev. John A. Dillon, superintendent of schools.	91 Washington St., Newark, N. J.
	Rev. William F. Lawlor, assistant superintendent of schools.	691 Westside Ave., Jersey City, N. J.
*Oregon City, Oreg.....	Rev. Edwin V. O'Hara, diocesan superintendent of schools.	62 North 16th St., Portland, Oreg.
*Philadelphia, Pa.....	Rev. John E. Flood, superintendent of parochial schools.	242 South 20th St., Philadelphia, Pa.
	Rev. William P. McNally, assistant superintendent of parochial schools.	Twenty-ninth and Dickinson Sts., Philadelphia, Pa.
Pittsburgh, Pa.....	Rev. H. C. Boyle, superintendent of schools.	2008 Amity St., Homestead, Pa.
Rochester, N. Y.....	Rev. Joseph S. Cameron, Ph. B., superintendent of schools.	Bath, N. Y.

XXIV.—SUPERINTENDENTS OF CATHOLIC PAROCHIAL SCHOOLS—Continued.

Diocese or archdiocese.	Name and title of supervising officer.	Address.
*St. Louis, Mo. ....	..... superintendent of schools.	
*San Francisco, Cal.	Rev. Ralph Hunt, S. T. L., superintendent of schools.	1200 Florida St., San Francisco, Cal.
Springfield, Mass.	Rev. John F. Conlin, P. R., diocesan school visitor.	Chilsopee, Mass.
	Rev. P. F. Doyle, assistant diocesan school visitor.	395 Chestnut St., Springfield, Mass.
Toledo, Ohio.	Rev. George Johnson, superintendent of parochial schools.	525 Islington St., Toledo, Ohio.
Trenton, N. J.	Rev. William J. McConnell, superintendent of parochial schools.	Belmar, N. J.

XXV.—JEWISH EDUCATIONAL ORGANIZATIONS.

NATIONAL.

Name.	Presiding officer.	Secretary.
Central Conference of American Rabbis, Religious Education Committee.	Moses J. Gries, president, Cleveland, Ohio.	Joseph S. Kornfeld, Columbus, Ohio.
Council of Jewish Women, Education Committee.	Mrs. Enoch Rash, president, 5837 Bartlett St., Pittsburgh, Pa.	Rita Stein, 924 Mellon St.
Educational League for the Higher Education of Orphans.	Samuel J. Wolfenstein, 1624 Compton Road, Cleveland, Ohio.	Eugene E. Wolf, 336 Engineers Bldg., Cleveland, Ohio.
Jewish Chautauqua Society.	Abram I. Elkus, 111 Broadway, New York, N. Y.	Jeannette M. Goldberg, Jefferson, Tex.
Union of American Hebrew Congregations, Board of Managers of Synagogue and School Extension.	Charles Shohl, 1406 First National Bank Bldg., Cincinnati, Ohio.	George Zepin, 62 Duttenhofer Bldg., Cincinnati, Ohio.

LOCAL.

Hebrew Education Society of Baltimore City.	Baltimore, Md.	Hugo Steiner, Law Bldg.
Bureau of Education of the Jewish Community of New York City.	New York, N. Y.	Henrietta Szold, 2 Pinehurst Ave.
Educational Alliance. ....	.....do.....	Bernard M. L. Ernest, 31 Liberty St.
Hebrew Education Society.	Newark, N. J.	Leon A. Kohn, 19 Seymour Ave.
Hebrew Education Society of Philadelphia.	Philadelphia, Pa.	Bernard Harris, 506 Commonwealth Trust Bldg.
Jewish Educational Alliance.	St. Louis, Mo.	Oscar Leonard, 901 Carr St.
Jewish Educational League.	Toledo, Ohio.	Sigmond Sanger, 1007 Nicholas Bldg.

XXVI.—INTERNATIONAL ASSOCIATIONS OF EDUCATION.¹

- American University Union in Europe. Chairman, Anson Phelps Stokes, New Haven, Conn.; secretary, Roger Pierce, Cambridge, Mass.
- Association for the International Exchange of Students. Secretary, Henry W. Crees, Caxton House, Westminster, London, England.
- Bureau International de Fédérations d'Instituteurs. President, M. Mieras, jr.; secretary, P. Otto, Bloemendaal, Holland.
- Chinese Education Association. The Commercial Press, Shanghai, China.
- International Association of Academies. Secretary, Carl Salemann, Imperial Academy of Sciences, Petrograd, Russia.
- International Child Welfare League. President, Mrs. Walston Hill Brown, 117 East 21st St., New York, N. Y.; general secretary, Mrs. George L. Wheelock, 331 West 101st St. New York, N. Y.
- International Commission on the Teaching of Mathematics. President, G. Klein, Göttingen; general secretary, H. Fehr, 110, Florissant, Geneva, Switzerland.
- International Congress on School Hygiene. President, Albert Mathieu, Paris, France.
- International Federation for the Development of Drawing and Art Teaching. Address: Léon Genoud, Fribourg, Switzerland.
- International Federation of Catholic Alumnae. President, Clare I. Cogan, 6708 Ridge Boulevard, Brooklyn, N. Y.; secretary, Helen R. O'Neill, 259 84th St., Brooklyn, N. Y. Next meeting, St. Louis, Mo. October 19-21, 1918.

¹ Because of the European war no reports have been received during the past year from many international associations.

- International Kindergarten Union. President, Stella L. Wood, 2902 Grand Ave., South, Minneapolis, Minn.; secretary, May Murray, Springfield, Mass. Next meeting: Chicago, Ill., April or May, 1918.
- International Moral Education Congress. Permanent commission. Address: M. Spiller, South Hill Park, 63, London, N. W., England.
- International Sunday School Association. President, E. K. Warren, Three Oaks, Mich.; secretary, Marion Lawrance, 1416 Mallers Bldg., Chicago, Ill. Next meeting: Buffalo, N. Y., June 20-26, 1918.
- International University Union. President, James G. Rodger, Shanghai, China; secretary, William Hart Dexter, Washington, D. C.
- World's Student Christian Federation. President, Dr. Karl Fries, Stockholm, Sweden; secretary, John R. Mott, 124 East 28th St., New York, N. Y.

XXVII.—AMERICAN EDUCATIONAL ASSOCIATIONS.

The following list shows, first, the name of the association; second, the name and address of the president; third, the name and address of the secretary; fourth, the place and date of the next meeting.

1.—National and sectional.

- Alumni Association of American Rhodes Scholars: W. W. Thayer, Concord, N. H.; Frank Aydelotte, Massachusetts Institute of Technology, Boston, Mass.
- American Association for the Advancement of Agricultural Teaching: Walter H. French, East Lansing, Mich.; C. H. Lane, Department of Agriculture, Washington, D. C.
- American Association for the Advancement of Science, Section L: Vice President, S. A. Courts, 82 Elliot St., Detroit, Mich.; Bird T. Baldwin, University of Iowa, Iowa City, Iowa.
- American Association of Agricultural College Editors: N. A. Crawford, Manhattan, Kans.; Frank C. Dean, Ohio State University, Columbus, Ohio; Knoxville, Tenn., June, 1918.
- American Association of College News Bureaus: T. T. Frankenberg, Columbus, Ohio; Bernard Sobel, 1529 Ferry St., LaHayette, Ind.; Milwaukee, Wis.
- American Association of Collegiate Registrars: A. W. Tarbell, Carnegie Institute of Technology, Pittsburgh, Pa.; Ezra L. Gills, State University of Kentucky, Lexington, Ky.
- American Association of Farmers' Institute Workers: Jewell Mayes, Jefferson, Mo.; W. Webb, Dover, Del.
- American Association of Teachers of Journalism: F. N. Scott, University of Michigan, Ann Arbor, Mich.; Lee A. White, Detroit, Mich.; Milwaukee, Wis.
- American Association of Teachers of Spanish: Lawrence A. Wilkins, 598 West 191st St., New York, N. Y.; Alfred Coester, Commercial High School, Brooklyn, N. Y.; New York, N. Y., December, 1918.
- American Association of University Professors: J. M. Coulter, University of Chicago, Chicago, Ill.; H. W. Tyler, Massachusetts Institute of Technology, Cambridge, Mass.
- American Association to Promote the Teaching of Speech to the Deaf: Edmund Lyon, 1441 East Ave. Rochester, N. Y.; Z. F. Westervelt, 1548 St. Paul St., Rochester, N. Y.
- American Bar Association, Council on Legal Education: Chairman, Henry W. Rogers, Post Office Building, New York, N. Y.
- American Bar Association, Section of Legal Education: Selden P. Spencer, 300 Broadway, St. Louis, Mo. Charles M. Hepburn, Indiana University School of Law, Bloomington, Ind.
- American Federation of Arts: Robert W. de Forest, 30 Broad St., New York, N. Y.; Ledia Mechlin, 1741 New York Ave., Washington, D. C.; Washington, D. C., May 15-17, 1918.
- American Federation of Teachers: Charles B. Stillman, 1620 Lake Ave., Wilmette, Ill.; Margaret Snodgrass, 1061 Dakin St., Chicago, Ill.; Pittsburgh, Pa., July 10, 1918.
- American Federation of the Teachers of the Mathematical and Natural Sciences: C. Riborg Mann, 576 Fifth Ave., New York, N. Y.; William A. Hedrick, Central High School, Washington, D. C.; with the American Association for the Advancement of Science.
- American Home Economics Association: Catharine J. MacKay, Iowa State College, Ames, Iowa; Mrs. Alice P. Norton, 2814 Adams Mill Road, Washington, D. C.
- American Institute of Dental Teachers: John F. Biddle, 617 Arch St., Pittsburgh, Pa.; Abram Hoffman, 529 Franklin St., Buffalo, N. Y.
- American Institute of Instruction: Wallace E. Mason, Keene, N. H.; John J. Mahoney, Lowell, Mass.
- American Medical Association, Council on Medical Education: Chairman, Horace D. Arnold, 520 Commonwealth Ave., Boston, Mass.; N. P. Colwell, 585 North Dearborn St., Chicago, Ill.; Chicago, Ill., February 4-5, 1918.
- American Nature-Study Society: S. C. Schmucker, Westchester, Pa.; Mrs. Anna B. Comstock, Cornell University, Ithaca, N. Y., with the American Association for the Advancement of Science.
- American Physical Education Association: William Burdick, Baltimore, Md.; James H. McCurdy, 93 Westford Ave., Springfield, Mass.; Springfield, Mass., probably April, 1918.
- American Posture League: Jessie H. Bancroft, 164 Sterling Place, Brooklyn, N. Y.; Henry L. Taylor, 125 West Fifty-eighth St., New York, N. Y.; New York, N. Y., March 9, 1918.
- American School Hygiene Association: Francis E. Fronczak, Buffalo, N. Y.; William A. Howe, State Education Building, Albany, N. Y.; Chicago, Ill., June, 1918.
- American School Peace League: Randall J. Condon, Cincinnati, Ohio; Mrs. Fannie F. Andrews, 405 Marlborough St., Boston, Mass.; Pittsburgh, Pa., July, 1918, with the National Education Association;
- American Society for Extension of University Teaching: Henry LeBarre Jayne, 730 Witherspoon Building, Philadelphia, Pa.; William K. Huff, 730 Witherspoon Building, Philadelphia, Pa.; Philadelphia, Pa.

- Associated College Newspaper Publishers:** Thomas G. Scheedle, Columbia University, New York, N. Y.; Horace H. Nahn, Columbia University, New York, N. Y.
- Associated Harvard Clubs:** F. W. Burlingham, 821 Corn Exchange Bank Building, Chicago, Ill.; E. M. Grossman, 620 Rialto Building, St. Louis, Mo.
- Association of Alumni Secretaries:** Charles Cason, Nashville, Tenn.; Levering Tyson, Columbia University, New York, N. Y.; Ann Arbor, Mich., October or November, 1918.
- Association of American Agricultural Colleges and Experiment Stations:** Eugene Davenport, Urbana, Ill.; J. L. Hills, Vermont Experiment Station, Burlington, Vt.; probably November, 1918.
- Association of American Colleges:** John S. Nollen, Lake Forest College, Lake Forest, Ill.; R. Watson Cooper, 19 South La Salle St., Chicago, Ill.; Chicago, Ill., January 10-12, 1918.
- Association of American Instructors of the Deaf:** Percival Hall, Gallaudet College, Washington, D. C.; Frank M. Driggs, Ogden, Utah; Philadelphia, Pa., 1920.
- Association of American Law Schools:** Harlan F. Stone, Columbia Law School, New York, N. Y.; Eugene A. Gilmore, University of Wisconsin Law School, Madison, Wis.
- Association of American Library Schools:** Sarah C. N. Bogle, Carnegie Library School, Pittsburgh, Pa.; Florence R. Curtis, University of Illinois Library School, Urbana, Ill.
- Association of American Medical Colleges:** W. S. Carter, Galveston, Tex.; Fred C. Zapffe, 2431 Lexington St., Chicago, Ill.; Chicago, Ill., February 5-6, 1918.
- Association of American Universities:** Representative of Indiana University, Bloomington, Ind.; Herman V. Ames, University of Pennsylvania, Philadelphia, Pa.; Iowa City, Iowa.
- Association of Biblical Instructors in American Colleges and Secondary Schools:** C. F. Kent, Yale University, New Haven, Conn.; Raymond C. Knox, Columbia University, New York, N. Y.; December, 1918.
- Association of Business Officers of the State Universities and Colleges of the Middle West:** George H. Hayes, University of Minnesota, Minneapolis, Minn.; M. E. McCaffrey, University of Wisconsin, Madison, Wis.; Bloomington, Ind.
- Association of Church Directors of Religious Education:** Frank E. Butler, Providence, R. I.; Mary Lawrence, 288 Midland Ave., Montclair, N. J.; Atlantic City, N. J., March or April, 1918.
- Association of City Training School Teachers:** John F. Thomas, City Normal School, Detroit, Mich.; Henrietta V. Race, Normal School, Louisville, Ky.; Atlantic City, N. J., February, 1918, with the Department of Superintendence, National Education Association.
- Association of Colleges and Preparatory Schools of the Middle States and Maryland:** Virgil Prettyman, Horace Mann School for Boys, New York, N. Y.; George W. McClelland, University of Pennsylvania, Philadelphia, Pa.; November 29-30, 1918.
- Association of Colleges and Secondary Schools of the Southern States:** Charles G. Maphis, University, Va.; E. A. Bechtel, Tulane University, New Orleans, La.; probably October 31-November 1, 1918.
- Association of Colleges for Negro Youth:** E. C. Silsby, Talladega College, Talladega, Ala.; George E. Haynes, Fisk University, Nashville, Tenn.
- Association of Collegiate Alumnae:** Mrs. Lois K. Mathews, University of Wisconsin, Madison, Wis.; Mrs. Gertrude S. Martin, 984 Stewart Ave., Ithaca, N. Y.; St. Louis, Mo., April, 1919.
- Association of Cosmopolitan Clubs:** Herbert Miller, Oberlin College, Oberlin, Ohio; Thomas E. Oliver, University of Illinois, Champaign, Ill.
- Association of Directors of Physical Education for Women:** Florence Gilman, Northampton, Mass.; Elizabeth A. Wright, Radcliffe College, Cambridge, Mass.; Poughkeepsie, N. Y.
- Association of History Teachers of the Middle States and Maryland:** Marshall S. Brown, New York University, New York, N. Y.; Livingston R. Schuyler, College of the City of New York, New York, N. Y.
- Association of Modern Language Teachers of the Central West and South:** B. J. Vos, Bloomington, Ind. C. H. Handschin, Oxford, Ohio; Chicago, Ill., Spring, 1918.
- Association of Presidents and Past Presidents of State and National Music Teachers' Associations:** E. R. Lederman, Centralia, Ill.; Charles S. Skilton, Lawrence, Kans.; Minneapolis, Minn., July, 1918.
- Association of Schools, Colleges, and Seminaries of the Reformed Church:** Henry H. Apple, Lancaster, Pa.; George L. Omwake, Collegeville, Pa.
- Association of Secondary Schools of the Upper Ohio Valley:** Edward Rynearson, Fifth Avenue High School, Pittsburgh, Pa.; Catherine Ulery, Johnstown, Pa.; Pittsburgh, Pa., Easter vacation, 1918.
- Association of Teachers of Mathematics in New England:** Harry B. Marsh, Technical High School, Springfield, Mass.; H. D. Gaylord, 104 Hemenway St., Boston, Mass.; Boston, Mass., April 26, 1918.
- Association of Teachers of Mathematics in the Middle States and Maryland:** H. E. Hawkes, Columbia University, New York, N. Y.; E. H. Koch, Jr., High School of Commerce, New York, N. Y.
- Association of Urban Universities:** Lemuel H. Merlin, Boston University, Boston, Mass.; Frederick B. Robinson, College of the City of New York, New York, N. Y.; Boston, Mass., November, 1918.
- Catholic Educational Association:** Thomas J. Shahan, Catholic University of America, Washington, D. C.; Francis W. Howard, 1661 East Main St., Columbus, Ohio; San Francisco, Cal., July 1-4, 1918.
- Central Association of Science and Mathematics Teachers:** Harry D. Abells, Morgan Park, Ill.; A. W. Cavanaugh, Lewis Institute, Chicago, Ill.; Chicago, Ill., November 29-30, 1918.
- Central Commercial Teachers' Association:** E. C. Bigger, Lincoln, Nebr.; Adelaide Hakes, Gregg School, Chicago, Ill.; Cedar Rapids, Iowa, May, 1918.
- Classical Association of New England:** J. Edmund Barnes, Lakeville, Conn.; George E. Howes, Williams College, Williamstown, Mass.; Spring, 1918.
- Classical Association of the Atlantic States:** Jessie E. Allen, Girls' High School, Philadelphia, Pa.; Charles Knapp, Bernard College, New York, N. Y.; probably April or May, 1918.
- Classical Association of the Middle West and South:** Charles N. Smiley, Grinnell, Iowa; Louis F. Lord, Oberlin, Ohio; Omaha, Nebr., Spring, 1918.

- Classical Association of the Pacific States, Northern Section: Frank F. Potter, Washington State College, Pullman, Wash.; Julianne A. Roller, 1145 Ivon St., Portland, Oreg.
- College Art Association of America: John Pickard, Columbia, Mo.; Charles F. Kelley, Ohio State University, Columbus, Ohio; probably New York, N. Y., April, 1918.
- College Conference on English in the Central Atlantic States: James W. Bright, Johns Hopkins University, Baltimore, Md.
- College Entrance Examination Board: Chairman, Robert N. Corwin, Sheffield Scientific School, New Haven, Conn.; Thomas S. Fiske, 431 West 117th St., New York, N. Y.; New York, N. Y., April 20, 1918.
- Commission on Accredited Schools of the Association of Colleges and Secondary Schools of the Southern States: R. E. Blackwell, Ashland, Va.; B. W. Torreyson, Little Rock, Ark.
- Committee of Fifteen on Educational Preparation for Foreign Service: Glen Levin Swiggott, Bureau of Education, Washington, D. C.
- Committee on Friendly Relations Among Foreign Students: Cleveland H. Dodge, 99 John St., New York, N. Y.; Charles D. Hurrey, 124 East 28th St., New York, N. Y.
- Committee on Patriotism through Education: S. Stanwood Menken, 31 Pine St., New York, N. Y.; Herbert Barry, 31 Pine St., New York, N. Y.; Chicago, Ill., February 21-23, 1918.
- Conference of Church Workers in State Universities: E. A. Worthley, Lincoln, Nebr.; Roy Hamilton, Ann Arbor, Mich.; Chicago, Ill., probably January 8-10, 1918.
- Conference of Colleges of the Interior: Secretary, Walter H. Rollins, Fairmount College, Wichita, Kans. Yankton, S. Dak., April, 1918.
- Conference of Superintendents and Principals of Schools for the Deaf in the United States and Canada: J. W. Jones, School for the Deaf, Columbus, Ohio; Frank M. Driggs, Ogden, Utah.
- Conference on Universities and Public Service: Secretary, Edward A. Fitzpatrick, Box 380, Madison, Wis.
- Daughters of the American Revolution, Committee on Patriotic Education: Chairman, Lotte E. Jones, 112 West North St., Danville, Ill.; Washington, D. C., April 17-18, 1918.
- Drama League of America: J. Howard Reber, Philadelphia, Pa.; Mrs. Norman K. Anderson, 565 Willow St., Winnetka, Ill.; Cincinnati, Ohio, April, 1918.
- Eastern Arts Association: E. E. MacNary, Springfield, Mass.; Fred P. Reagle, Board of Education, Montclair, N. J.; New Haven, Conn., April 4-6, 1918.
- Eastern Association of Physics Teachers: Homer W. Le Sourd, Milton, Mass.; Alfred M. Butler, 182 Park St., West Roxbury, Mass.; Boston, Mass., January, 1918.
- Eastern Commercial Teachers' Association: H. G. Healey, New York, N. Y.; D. A. McMillin, Central High School, Newark, N. J.; Springfield, Mass., March 28-30, 1918.
- Eastern Montessori Promotion Fund: Mrs. Chauncey McKeever; D. H. McAlpin Pyle, 144 West 74th St., New York, N. Y.
- Eastern Music Supervisors' Conference: Albert E. Brown, Lowell, Mass.; Richard W. Grant, Winchester, Mass.; Boston, Mass., April, 1918.
- Educational Aid Society, 437 First National Bank Building, Chicago, Ill.; Harry J. Myers; Elizabeth M. Phillips.
- Educational Association of the Methodist Episcopal Church: George R. Grose, DePauw University, Greencastle, Ind.; Gaylord W. Douglass, Wilbraham Academy, Wilbraham, Mass.; Chicago, Ill., or New York, N. Y., January, 1918.
- Educational Dramatic League: Mrs. August Belmont, 105 West 40th St., New York, N. Y.; Miss Marion A. Turner, 105 West 40th St., New York, N. Y.
- Educational Press Association of America: Henry G. Williams, Columbus, Ohio; George L. Towne, University Publishing Company, Lincoln, Nebr.; Atlantic City, N. J., February, 1918, with the Department of Superintendence, National Education Association.
- Armors' Educational Cooperative Union of America: O. P. Ford, McFall, Ala.; Miss Lutie B. Wyatt, 2130 Maine Ave., Birmingham, Ala.
- Federation for Child Study: Mrs. Howard S. Gans, 401 West End Ave., New York, N. Y.; Miss Sonia Ureles, 2 West 64th St., New York, N. Y.
- Head Masters' Association: Walter R. Marsh, St. Paul's School, Garden City, Long Island; Arthur F. Warren, 241 West 77th St., New York, N. Y.; New York, N. Y., February, 1918.
- Head Mistresses' Association of the East: Emma G. Sebring, 553 West End Ave., New York, N. Y.; Anna A. Ryan, Greenwich, Conn.
- Head Mistresses' Association of the North-West: L. Gertrude Angell, Buffalo, N. Y.; Grace L. Jones, Columbus School for Girls, Columbus, Ohio; probably Buffalo, N. Y., January, 1918.
- Inland Empire Council of Teachers of English: Herbert E. Fowler, Lewiston, Idaho; L. W. Sawtelle, North Central High School, Spokane, Wash.; Spokane, Wash., April, 1918.
- Inland Empire Teachers' Association: J. A. Churchill, Salem, Oreg.; J. A. Burke, Logan School, Spokane, Wash.; Spokane, Wash., April 3-5, 1918.
- Lake Mohonk Conference of Friends of the Indian and other Dependent Peoples: Presidency vacant; H. C. Phillips, Mohonk Lake, N. Y.
- Land Grant College Engineering Association: W. M. Riggs, Clemson College, S. C.; A. A. Potter, Manhattan, Kans.; Washington, D. C., November, 1918.
- League of Teachers' Associations: Frances E. Harden, 1331 Unity Building, Chicago, Ill.; Julia Walsh, La. Salle, Ill.; Pittsburgh, Pa., July, 1918, with the National Education Association.
- Middle West Society of Physical Education and Hygiene: Ethel Perrin, Detroit, Mich.; E. A. Peterson, Cleveland, Ohio; Detroit, Mich., May 2-4, 1918.
- Missionary Education Movement of the United States and Canada, 156 Fifth Ave., New York, N. Y.: General secretary, Harry W. Hicks.

- Mississippi Valley Historical Association, Teachers' Section: R. M. Tryon, University of Chicago, Chicago, Ill.; Howard C. Hill, University High School, Chicago Ill.; probably St. Paul, Minn., April or May, 1918.
- Missouri Valley Commercial Teachers' Association: S. J. Shook, Topeka, Kans.; Mrs. Platt, Platt's Commercial College, St. Joseph, Mo.; Kansas City, Mo., November, 1918.
- Music Teachers' National Association: J. Lawrence Erb, University of Illinois, Urbana, Ill.; Charles N. Boyd, 4269 Fifth Ave., Pittsburgh, Pa.
- National Associated Schools of Scientific Business: W. N. Ferris, Big Rapids, Mich.; Sherwin Cody, 189 West Madison St., Chicago, Ill.
- National Association for the Study and Education of Exceptional Children: Theodore Stempfel, Indianapolis, Ind.; Waldemar H. Groezmann, Plainfield, N. J.
- National Association of Academic Teachers of Public Speaking: J. L. Lardner, Northwestern University, Evanston, Ill.; Sherman Conrad, Culver Military Academy, Culver, Ind.
- National Association of Accredited Commercial Schools: B. F. Williams, Des Moines, Iowa; H. E. V. Porter, Jamestown, N. Y.
- National Association of Corporation Schools: J. W. Dietz, Western Electric Company, Chicago, Ill.; F. C. Hendersbott, Irving Place and 15th St., New York, N. Y.; Chicago, Ill., June 4-7, 1918.
- National Association of Dental Facilities: H. L. Banghof, Milwaukee, Wis.; Charles C. Allen, Kansas City, Mo.
- National Association of Directors of Educational Research: S. A. Curtis, 82 Eliot St., Detroit, Mich.; George Melcher, Kansas City, Mo.; Atlantic City, N. J., February, 1918, with the Department of Superintendence, National Education Association.
- National Association of High School Supervisors and Inspectors: J. D. Elliff, University of Missouri, Columbia, Mo.; J. J. Didoot, University of Illinois, Urbana, Ill.; Atlantic City, N. J., February, 1918, with the Department of Superintendence, National Education Association.
- National Association of Penmanship Supervisors: C. A. Barnett, 307 Board of Education, Cleveland, Ohio; G. G. Gudmundson, Boone, Iowa.
- National Association of School Accounting Officers: William T. Keough, Boston, Mass.; J. S. Mullan, Rochester N. Y.; Rochester, N. Y., May 21-23, 1918.
- National Association of Secondary School Principals: Jesse B. Davis, Grand Rapids, Mich.; H. V. Church, Cicero, Ill.; Atlanta, Ga.
- National Association of State Supervisors and Inspectors of Rural Schools: C. J. Brown, Baton Rouge, La.; Julia M. Stone, Topeka, Kans.; Atlantic City, N. J., February, 1918, with the Department of Superintendence, National Education Association.
- National Association of State Universities in the United States of America: Guy P. Benton, University of Vermont, Burlington, Vt.; F. L. McVey, University of Kentucky, Lexington, Ky.; Washington, D. C., November 15-17, 1918.
- National Association of Teachers' Agencies: Willard N. Parker, 12 South Carroll St., Madison, Wis.; Willard W. Andrews, 81 Chapel St., Albany, N. Y.; Atlantic City, N. J., February 25-March 2, 1918' with the Department of Superintendence, National Education Association.
- National Association of Teachers in Colored Schools: J. S. Clark, Baton Rouge, La.; S. K. Floyd, Augusta, Ga.; Harpers Ferry, W. Va., July 24-28, 1918.
- National Child Labor Committee: Chairman, Felix Adler, 33 Central Park West, New York, N. Y.; Owen R. Lovejoy, 105 East 22d St., New York, N. Y.
- National Child Welfare Association: William M. Kingsley, 70 Fifth Ave., New York, N. Y.; Charles F. Powlison, 70 Fifth Ave., New York, N. Y.
- National Collegiate Athletic Association: Palmer E. Pierce, War College, Washington, D. C.; Frank W. Nicolson, Wesleyan University, Middletown, Conn.
- National Commercial Teachers' Federation: James C. Reed, Whitewater, Wis.; Otis L. Trenary, Kenosha, Wis.
- National Community Center Association: John Collier, 70 5th Ave., New York, N. Y.; Edward L. Burchard, U. S. Food Administration, Washington, D. C.; probably Cleveland, Ohio, Spring, 1918.
- National Conference Committee on Standards of Colleges and Secondary Schools: A. Ross Hill, University of Missouri, Columbia, Mo.; Frank W. Nicolson, Middletown, Conn.; New York, N. Y., February, 1918.
- National Conference of Deans of Women: Kathryn S. McLean, Ohio Wesleyan University, Delaware, Ohio; Rhoda M. White, State College of Washington, Pullman, Wash.
- National Conference of Music Supervisors: Charles H. Miller, Lincoln, Nebr.; Ella M. Brownell, St. Johnsbury, Vt.; Evansville, Ind., April 8-12, 1918.
- National Conference on the Education of Truant, Backward, Dependent, and Delinquent Children: Charles Dunn, Jr., 264 Westbrook St., Portland, Me.; Hobart H. Todd, Industry, N. Y.; probably Kansas City, Mo., June, 1918.
- National Council of Executive and Administrative Women in Education: Almira George, Hotel Lincoln, Seattle, Wash.; Margaret Jean Calvin, Teachers College, Columbia University, New York, N. Y.; Atlantic City, N. J., February, 1918, with the Department of Superintendence, National Education Association.
- National Council of Geography Teachers: Richard E. Dodge, Washington, Conn.; George J. Miller, Manakato, Minn.
- National Council of Normal School Presidents and Principals: David Feimley, Normal, Ill.; Charles H. Cooper, Manakato, Minn.
- National Council of Primary Education: Chairman, Ella Victoria Dobbs, University of Missouri, Columbia, Mo.; Atlantic City, N. J., probably February 26, 1918, with the Department of Superintendence, National Education Association.

- National Council of Teachers of English: Edwin L. Miller, Northwestern High School, Detroit, Mich.; James F. Hodge, Chicago Normal College, Chicago, Ill.; probably Chicago, Ill., November 28-30, 1918.
- National Education Association: Mrs. Mary C. C. Bradford, Denver, Colo.; James W. Crabtree, 1400 Massachusetts Ave. NW., Washington, D. C.; Pittsburgh, Pa., June 30-July 6, 1918.
- National Education Association, Department of Superintendence: Thomas Finegan, Albany, N. Y.; Lida Lee Tall, 827 Hamilton Terrace, Baltimore, Md.; Atlantic City, N. J., February 26-March 2, 1918.
- National Education Association, National Council of Education: W. B. Owen, Normal School, Chicago, Ill.; Adelaide S. Baylor, 2306 Park Ave., Indianapolis, Ind.; Atlantic City, N. J., February 26-March 2, 1918.
- National Educators Conservation Society: Charles L. Bristol, University Heights, New York, N. Y.; Nomer Gray, 1013 Prospect Place, Brooklyn, N. Y.; New York, N. Y., January, 1918.
- National Federation of College Women: Mrs. Myra K. Miller, Long Beach, Cal.; Mrs. Harriet H. Barry, Monrovia, Cal.; probably Chicago, Ill., 1919.
- National Federation of State Education Associations: Charles S. Foss, Reading, Pa.; E. M. Carter, Columbia, Mo.; Atlantic City, N. J., February, 1918, with the Department of Superintendence, National Education Association.
- National German-American Teachers' Association (Nationaler Deutsch-Amerikanischer Lehrerbund): Leo Stern, 909 3d St., Milwaukee, Wis.; Theodore Charly, 721 3d St., Milwaukee, Wis.; about July 1, 1918.
- National Kindergarten Association: Bradley Martin, 8 West 40th St., New York, N. Y.; Beanie Locke, 8 West 40th St., New York, N. Y.; New York, N. Y., November, 1918.
- National League of Compulsory Education Officials: Charles A. McCall, City Hall, Newark, N. J.; T. P. Twigg, 35-37 East Grand River Ave., Detroit, Mich.
- National League of Nursing Education: S. Lillian Clayton, Philadelphia General Hospital, Philadelphia, Pa.; Effie J. Taylor, Johns Hopkins Hospital, Baltimore, Md.; Cleveland, Ohio, 1918.
- National League of Teacher-Mothers: Ella Frances Lynch, Bryn Mawr, Pa.
- National Society for Broader Education: Guy Carlton Lee, Carlisle, Pa.; H. H. Langsdorf, 108 West High St., Carlisle, Pa.; New York, N. Y., January 2, 1918.
- National Society for the Promotion of Industrial Education: Cheesman A. Herriek, Girard College, Philadelphia, Pa.; May Allinson, 140 West 42d St., New York, N. Y.; Philadelphia, Pa., February 21-23, 1918.
- National Society for the Study of Education: Lotus D. Coffman, University of Minnesota, Minneapolis, Minn.; Guy M. Whipple, University of Illinois, Urbana, Ill.; Atlantic City, N. J., February, 1918 with the Department of Superintendence, National Education Association.
- National Society of College Teachers of Education: Lotus D. Coffman, University of Minnesota, Minneapolis, Minn.; Guy M. Wilson, Iowa State Agricultural College, Ames, Iowa; Atlantic City, N. J., February, 1918, with the Department of Superintendence, National Education Association.
- National Speech Arts Association: Charles M. Holt, Minneapolis, Minn.; Jessie E. Tharp, 3425 Prytania St., New Orleans, La.; St. Louis, Mo., June, 1918.
- National Story Tellers League: Richard T. Wyche, 3 Kennedy St., Washington, D. C.
- National Vocational Art and Industrial Federation: Huber W. Hurd, Mount Lebanon, Ill.; Mrs. Robert L. McCall, 4714 Washington Boulevard, Chicago, Ill.
- National Vocational Guidance Association: Meyer Bloomfield, U. S. Shipping Board, Washington, D. C.; W. Carson Ryan, Jr., Bureau of Education, Washington, D. C.; Atlantic City, N. J., February, 1918, with the Department of Superintendence, National Education Association.
- New England Association of Chemistry Teachers: George A. Cowen, Jamaica Plain, Mass.; S. W. Hoyt, Mechanics Arts High School, Boston, Mass.
- New England Association of College Teachers of Education: J. F. Messenger, University of Vermont, Burlington, Vt.; S. Monroe Graves, Wellesley Hills, Mass.
- New England Association of Colleges and Secondary Schools: A. Lawrence Lowell, Harvard University, Cambridge, Mass.; Walter B. Jacobs, Brown University, Providence, R. I.
- New England Association of School Superintendents: Fred H. Nickerson, Medford, Mass.; Francis McSherry, Holyoke, Mass.; Boston, Mass., probably November 18, 1918.
- New England Association of Teachers of English: Samuel Thurber, Technical High School, Newton, Mass.; A. B. de Mille, Milton Academy, Milton, Mass.; Boston, Mass., March, 1918.
- New England College Entrance Certificate Board: Angie C. Chapin, Wellesley College, Wellesley, Mass.; Frank W. Nicolson, Middletown, Conn.; Boston, Mass., April, 1918.
- New England Federation of High School Commercial Teachers: Raymond G. Laird, Boston, Mass.; W. O. Holden, Pawtucket, R. I.
- New England History Teachers' Association: Harry M. Varrell, Simmons College, Boston, Mass.; Horace Kidger, Technical High School, Newtonville, Mass.
- New England Home Economics Association: Mrs. S. F. Herron, Winchester, Mass.; Mrs. Edith H. Brown, 206 Brookline Ave., Boston, Mass.
- New England Modern Language Association: Robert H. Fife, Jr., Wesleyan University, Middletown, Conn.; Bertha Vogel, South Boston High School, Boston, Mass.; Boston, Mass., May 11, 1918.
- New England Montessori Association: Mrs. Hope G. Dillingham, Concord, Mass.; Anne Howe, 354 Marlboro St., Boston, Mass.; Boston, Mass.
- New England Penmanship Association: Frank E. Lakey, English High School, Boston, Mass.; Frederick H. Read, English High School, Providence, R. I.; Boston, Mass., January 26, 1918.
- North Central Association of Colleges and Secondary Schools: Thomas L. Holgate, Evanston, Ill.; Henry E. Brown, Kendallworth, Ill.; Chicago, Ill., March 23-24, 1918.
- North Central Council of State Normal School Presidents: F. A. Cotton, La Crosse, Wis.; J. G. Crabbe, Greeley, Colo.

- Northwestern Association of History, Government, and Economics Teachers: H. L. Talkington, Lewiston, Idaho; Leroy F. Jackson, State College of Washington, Pullman, Wash.
- Playground and Recreation Association of America: Joseph Lee, 101 Tremont St., Boston, Mass.; Howard S. Brancher, 1 Madison Ave., New York, N. Y.
- Presbyterian Educational Association of the South: Henry H. Sweets, 122 South Fourth Ave., Louisville, Ky.; William Dinwiddie, Clarksville, Tenn.; Montreat, N. C.
- Religious Education Association: Washington Gladden, Columbus, Ohio; Henry F. Cope, 1032 East 55th St., Chicago, Ill.; Atlantic City, N. J., March 4-6, 1918.
- School Board Members' Association, 38 East 27th St., New York, N. Y.; Secretary, H. S. Chapin.
- School Garden Association of America: V. E. Kilpatrick, 124 West 30th St., New York, N. Y.; E. Ruth Pyrtle, Lincoln, Nebr., Atlantic City, N. J., February, 1918, with the Department of Superintendence, National Education Association.
- Société Nationale des Professeurs Français en Amérique: Auguste George, 100 St. Nicholas Ave., New York, N. Y.; Eugène F. Maloubier, 129 Columbia Heights, Brooklyn, N. Y.; New York, N. Y., January 8, 1918.
- Society for the Promotion of Engineering Education: M. S. Ketchum, University of Colorado, Boulder, Colo.; F. L. Bishop, University of Pittsburgh, Pittsburgh, Pa.; Evanston, Ill., June, 1918.
- Society of Directors of Physical Education in Colleges: Joseph E. Raycroft, Princeton, N. J.; Paul C. Phillips, Amherst College, Amherst, Mass.; New York, N. Y., December, 1918.
- Southern Association of College Women: Elizabeth A. Colton, Meredith College, Raleigh, N. C.; Mary L. Harkness, Newcomb College, New Orleans, La.; Columbia, Miss., April, 1919.
- Southern Baptist Education Association: Rufus W. Weaver, Nashville, Tenn.; E. W. Hardy, Murfreesboro, Tenn.; Nashville, Tenn.
- Southern Commission on Accredited Schools: W. H. Hand, Columbia, S. C.; Harry Clark, University of Tennessee, Knoxville, Tenn.
- Southern Educational Council: T. J. Woofter, Athens, Ga.; A. P. Bourland, 1707 Kilbourne Place, Washington, D. C.; Birmingham, Ala., March 26-27, 1918.
- Southern Home Economics Association: Ada Fields, Peabody College, Nashville, Tenn.; Marie White, Meredith College, Raleigh, N. C.; probably Knoxville, Tenn., February 21-24, 1918.
- Southern Industrial Education Association: Seth Shepard, 1447 Massachusetts Ave., Washington, D. C.; Mrs. A. S. Stone, 331 Southern Building, Washington, D. C.
- Vocational Education Association of the Middle West: Samuel J. Vaughn, State Normal School, DeKalb, Ill.; Leonard W. Wahlstrom, 230 Webster Ave., Chicago, Ill.; Chicago, Ill., January 24-26, 1918.
- Western Association of College Teachers of Education: F. J. Kelley, Lawrence, Kans.; Ernest Horn, Iowa City, Iowa.
- Western Drawing and Manual Training Association: Ira S. Griffith, University of Missouri, Columbia, Mo.; L. R. Abbott, Grand Rapids, Mich.; St. Paul, Minn., May 1-4, 1918.
- Women's Educational and Industrial Union: Mary Morton Kahew, 264 Boylston St., Boston, Mass.; Helen N. Henry, 264 Boylston St., Boston, Mass.; Boston, Mass., November 12, 1918.
- Women's Intercollegiate Association for Student Government: Representative of Wilson College, Chambersburg, Pa.; Representative of Bryn Mawr College, Bryn Mawr, Pa.; Chambersburg, Pa., November, 1918.
- Y. M. C. A. Educational Secretaries Association: E. L. Wertheim, 318 West 57th St., New York, N. Y.; A. L. Ward, 195 La Salle St., Chicago, Ill.; probably Springfield, Mass.

2. *State.*

Alabama:

- Alabama Educational Association: Charles A. Brown, Birmingham; J. Alex Moore, Jasper; Birmingham, March 28-30, 1918.
- Alabama English Teachers' Association: Claud Howard, Jacksonville; P. M. Munro, Leighton; probably Birmingham.
- Alabama History Teachers' Association: H. P. Burruss, 1508 South 13th St., Birmingham; D. G. Chase, 2205 15th Ave. N., Birmingham.
- Alabama Home Economics Association: May Hansis, Birmingham; Jean Gould, Marion; Montevallo, February 1-2, 1918.
- Alabama State Teachers' Association: G. W. Scott, Pratt City; W. C. Wood, Ensley; Mobile.
- Alabama Sunday School Association: Spright Dowell, State Capitol, Montgomery; Leon C. Palmer, Montgomery; Birmingham, April 23-25, 1918.
- Association of Alabama Colleges: Thornwell Haynes, Birmingham; James J. Doster, University of Alabama, University; probably April, 1918.

Arizona:

- Arizona State Teachers' Association: H. O. Robertson, Benson; L. C. Elliott, Phoenix; probably Tucson, April, 1918.

Arkansas:

- Arkansas Negro Teachers' Association: J. W. Brooks, Brinkley; Essie Cox, Arkadelphia.
- Arkansas School Directors' Association: Allen Winham, Texarkana; L. B. McClure, Russellville.
- Arkansas State Teachers' Association: W. E. Laster, Little Rock; Annie Griffey, Little Rock; Little Rock, April 4-6, 1918.
- Manual Arts Association of Arkansas: H. Hosack, Little Rock; E. A. Funkhouser, Jonesboro.

California:

- California Council of Education: E. Morris Cox, Oakland; Arthur H. Chamberlain, Monadnock Building, San Francisco.
- California Federation of School Women's Clubs: Anna Keefe, Oakland; Cora Hampel, Oakland

California—Continued.

- California High School Teachers' Association: William H. Snyder, Hollywood High School, Hollywood; Merton E. Hill, Upland; Berkeley, July, 1918.
- California History Teachers' Association: Roy Granger, Oakland; Mary Connelley, Alameda; Christmas holidays, 1918.
- California Music Teachers' Association: Alexander Stewart, 1414 Webster St., Oakland; Edna C. Ford, 1051 Walker Ave., Oakland; Los Angeles or Riverside.
- California State Association of English Teachers: Minerva Howell, Flora St., Stockton; Ethel Swain, 2524 Cedar St., Berkeley; San Francisco, February, 1918.
- California Teachers' Association, Bay Section: Lewis B. Avery, City Hall, Oakland; W. L. Glascock, San Mateo; Oakland, March 25-29, 1918.
- California Teachers' Association, Northern Section: H. G. Rawlins, Willows; Mrs. M. R. O'Neill, Sacramento; Sacramento, 1918.
- California Teachers' Association, Southern Section: Mrs. Grace C. Stanley, San Bernardino; J. O. Cross, Los Angeles.
- Central California Teachers' Association: F. H. Boren, Lindsay; E. W. Lindsey, Fresno.
- Visual Education Association of California: C. H. Carson, High School, Pasadena; A. J. Mismar, Lincoln High School, Los Angeles.
- Vocational Guidance Society of California: Clarkson Dye, 604 Montgomery St., San Francisco; Charles L. Jacobs, Moulder School, San Francisco.

Colorado:

- Colorado Mathematical Society: Ira M. De Long, Boulder; Grace H. Shoo-Smith, 1130 York St., Denver; Denver.
- Colorado Teachers' Association: J. A. Sexson, Sterling; H. B. Smith, 232 Century Building, Denver; Grand Junction, Pueblo and Denver, November 4-9, 1918.

Connecticut:

- Connecticut Arts Association: Frances H. Bachelor, Talcottville; William L. Hagen, New Britain; New Haven and Hartford, February, 1918.
- Connecticut Business Educators' Association: Frank G. Meredith, Meriden; Frances E. Ives, New Haven High School, New Haven.
- Connecticut Council of Education: Arthur T. Hadley, New Haven; Henry A. Tirrell, Norwich.
- Connecticut Home Economics Association: Mrs. Edith H. Brown, 206 Brookline Ave., Boston, Mass.; Ida A. Dunlop, 62 Orient St., Meriden; probably New Britain, April or May, 1918.
- Connecticut Schoolmasters' Club: S. H. Holmes, New Britain; Winthrop Buck, Wethersfield.
- Connecticut State Supervisors' Association: Harold E. Chittenden, Canaan; C. E. Wheeler, New London.
- Connecticut State Teachers' Association: Clement C. Hyde, Hartford; S. P. Willard, Colchester; Hartford, February, 1918.
- Connecticut State Teachers' League: Elizabeth J. Cairns, 19 Atwood St., Hartford; Sarah E. Clark, 20 Atwood St., Hartford.
- Connecticut Superintendents' Association of Public Schools: E. C. Andrews, Greenwich; S. J. Slawson, Bridgeport.
- Connecticut Trade Educators' Association: F. J. Trinder, Capitol, Hartford; James F. Johnson, Bridgeport; March, 1918.

District of Columbia:

- High School Teachers' Association: Miss M. H. Brewer, Western High School, Washington; Dorothea Sherman, Western High School, Washington.
- Principals' Association of the Graded White Schools: Adelaide Davis, Seward Apartment, Washington; Mary A. Dilger, 1211 Euclid St. N.W., Washington; Washington, March 12, 1918.
- School Club: F. J. Cardosa, Wilson School, Washington; W. T. S. Jackson, 1816 16th St. N.W., Washington.
- Teachers' Association of the District of Columbia: Charles M. Thomas, Miner Normal School, Washington; Edward H. Lawson, 17 Quincy Place N.E., Washington.

Florida:

- Florida Educational Association: Ellen A. Harris, Tallahassee; R. L. Turner, Inverness.
- Florida History Teachers' Association: Caroline M. Brevard, Tallahassee; Essie May Williams, 208 West Ashley St., Jacksonville.

Georgia:

- Georgia County School Officials' Association: M. L. Brittain, Atlanta; M. L. Duggan, Atlanta.
- Georgia Educational Association: H. B. Carreker, Commerce; Kyle T. Alfriend, Milledgeville; probably Macon, May 1, 1918.
- Georgia State High School Association: Joseph S. Stewart, University of Georgia, Athens; W. P. Thomas, West Point; Athens, June, 1918.

Idaho:

- Idaho State Teachers' Association: O. O. Young, Boise; Ivy M. Wilson, 1809 State St., Boise; Boise, December 26-29, 1918.

Illinois:

- Association of Primary Supervisors and Directors of City Training Schools: Edna Keith, Joliet; Emma B. Grant, Springfield; Bloomington, May 10, 1918.
- Federation of Illinois Colleges: Gustav Andreen, Rock Island; H. E. Griffith, Knox College, Galesburg; Naperville, April 29-30, 1918.
- High School Conference, University of Illinois: Chairman of Conference Committee, Horace A. Hollister, University of Illinois, Urbana.

Illinois—Continued.

- Illinois Association of Teachers of English: A. F. Trams, Pontiac; E. C. Baldwin, University of Illinois, Urbana; Urbana, November, 1918.
- Illinois City Superintendents' Association: G. P. Randall, Danville; I. M. Allen, Springfield; Springfield, December, 1918.
- Illinois Manual Arts Association: L. A. Tuggle, 1107 Grant St., Danville; H. J. Barber, 6042 Vernon St., Chicago; Ottawa, April, 1918.
- Illinois Montessori Association: Mrs. Walter E. Clark, 1220 East 57th St., Chicago; Dorothy Sears, Kenilworth.
- Illinois State Music Teachers' Association: Franklin L. Stead, Peoria Musical College, Peoria; Herbert O. Merry, Lincoln.
- Illinois State School Board Association: R. C. Augustine, 143 North Water St., Decatur; Mrs. G. A. Stover, 710 South Elmwood Ave., Oak Park; Decatur, November, 1918.
- Illinois State Teachers' Association: George D. Wham, Carbondale; Robert C. Moore, Carlinville; Springfield, December 26-28, 1918.
- Schoolmasters' Club of Illinois: John Hanna, Springfield; Edwin A. Turner, Normal; Decatur, February 1-2, 1918.

Indiana:

- Association of Indiana Industrial Teachers: Paul Covert, Indianapolis; Hubert W. Roberts, Anderson; Lafayette, April, 1918.
- Indiana Association of Psychology and Education: H. L. Smith, Bloomington; Flora Wilbur, Fort Wayne; Indianapolis, October, 1918.
- Indiana Association of Science and Mathematics Teachers: Edwin W. Morrison, Richmond; James E. Weyant, 336 North Audubon St., Indianapolis; Indianapolis, October 29-November 1, 1918, at time of State Teachers' Association.
- Indiana Association of Teachers of English: Mrs. R. M. Mikels, Indianapolis; Harriet McClellan, Muncie; Indianapolis, October, 1918.
- Indiana City and Town Superintendents' Association: C. V. Haworth, Kokomo; C. P. Keller, Brazil; Indianapolis, January, 1919.
- Indiana City Superintendents' Research Club: C. V. Haworth, Kokomo; E. J. Llewellyn, Newcastle, Kokomo, October 29, 1918.
- Indiana College Teachers of German: Frederick G. Mutterer; M. D. Baumgartner, Butler College, Indianapolis.
- Indiana History Teachers' Association: Beverley W. Bond, jr., Purdue University, Lafayette; D. H. Ellenberry, Muncie.
- Indiana Home Economics Association: Mary L. Matthews, Purdue University, Lafayette; Alma L. Garvin, Purdue University, Lafayette; Lafayette, January 17, 1918.
- Indiana Music Teachers' Association: R. G. McCutchan, DePauw University, Greencastle; Mr. Tyndal, Kokomo; Anderson.
- Indiana State Teachers' Association: Horace Ellis, Indianapolis; Harriet McClellan, Muncie; Indianapolis, October 31-November 2, 1918.
- Indiana University, Conference on Educational Measurements (under direction of Bureau of Cooperative Research, Indiana University, Bloomington): Meeting, Bloomington, Ind., April, 1918.

Iowa:

- Iowa Association of Mathematics Teachers: E. E. Watson, Parsons College, Fairfield; Ira S. Condit, Iowa State Teachers' College, Cedar Falls; Des Moines, November 1-3, 1918.
- Iowa Association of Science Teachers: F. E. Goodell, University High School, Iowa City; Frances Church, East High School, Des Moines; Des Moines, November 1-3, 1918.
- Iowa Association of Teachers of English: W. A. Brindley, Fort Dodge; Clara Broderick, Newton; Des Moines, November, 1918.
- Iowa College Presidents' Association: J. H. T. Main, Grinnell; David M. Edwards, Oskaloosa.
- Iowa Home Economics Association: Olive Young, Cedar Falls; Iris Livingston, Cedar Falls; Des Moines, November, 1918.
- Iowa Society of Social Science Teachers: Charles M. Meyerholz, Teachers' College, Cedar Falls; Martha Hutchinson, 2912 University Ave., Des Moines; Des Moines, November, 1918.
- Iowa State Federation of Teachers' Clubs: Jacob C. Grason, Council Bluffs; Gertrude G. Jenne, Davenport; Des Moines, November 8, 1918.
- Iowa State Teachers' Association: M. G. Clark, Sioux City; Charles H. Pye, Des Moines; Des Moines, October 31-November 2, 1918.

Kansas:

- Golden Belt Educational Association: S. L. Soper, Ellis; Anna Stanley, Grainfield; Hays, March, 1918.
- Kansas Association of Mathematics Teachers: T. E. Mergendahl, Emporia; J. A. G. Shirk, Pittsburg.
- Kansas Association of Superintendents of Cities of First and Second Class: M. E. Moore, Leavenworth; Charles A. Wagner, Junction City.
- Kansas Association of Teachers of English: Carmie S. Wolfe, 1360 Garfield St., Topeka; Charlotte M. Leavitt, Washburn College, Topeka; Topeka, Salina, Wichita, Pittsburg, and Kansas City, November 7-8, 1918.
- Kansas History Teachers' Association: Mary A. Whitney, State Normal School, Emporia; Marcia Brown, Lawrence.
- Kansas Manual Arts Association: John Gilbert, Kansas City; W. L. Friley, Independence.
- Kansas State Domestic Science Association: President, Elizabeth Agurn, Hays Normal School, Hays.
- Kansas State Kindergarten Association: Marjorie Parker, Atchison; Georgia Maurice, Kansas City.
- Kansas State Teachers' Association: J. O. Hall, Hutchinson; F. L. Pinet, Topeka; Topeka, Pittsburg, Wichita, and Salina, November 7-9, 1918.

Kentucky:

Association of Kentucky Colleges and Universities: F. L. McVey, Lexington; Frank L. Rainey, Danville; Lexington, December 2, 1918.

Kentucky Educational Association: J. W. Carwagey, Danville; R. E. Williams, Louisville; Louisville, April, 1918.

Kentucky Home Economics Association: Bertha H. Tarrant, 618 Floral Terrace, Louisville; Elsie Speck, Paducah; Lexington, January 3-5, 1918.

Kentucky Music Teachers' Association: Anna C. Goff, Lexington; Flora M. Bertels, 784 Fourth Ave., Louisville; Louisville, April, 1918.

Louisiana:

Louisiana Conference of Parish School Board Members and Superintendents: T. H. Harris, Baton Rouge; J. H. Bres, Port Allen.

Louisiana Council of Education: A. B. Dinwiddie, Station 20, New Orleans; G. C. Huckaby, Baton Rouge; Shreveport, spring, 1918.

Louisiana State Association of English Teachers: A. G. Reed, Baton Rouge; Margaret Schoenbrodt, Baton Rouge; Baton Rouge, August, 1918.

Louisiana Teachers' Association: Mrs. L. C. McVey, Natchitoches; I. J. Alleman, Lafayette; Shreveport, probably April 15-18, 1918.

Maine:

Maine Council of Teachers of English: William H. Coleman, Lewiston.

Maine Teachers' Association: Bertram E. Packard, Camden; Glenn W. Starkey, Augusta; probably October 24-26, 1918.

Maryland:

Maryland Council of Teachers of English: W. H. Wilcox, Maryland State Normal School, Towson; Andrew H. Krug, Baltimore City College, Baltimore; Ocean City, July, 1918.

Maryland High School Teachers' Association: Herbert F. Mitchell, Laurel; John L. Sigmund, Frederick; probably Baltimore.

Maryland History Teachers' Association: J. H. Latané, Johns Hopkins University, Baltimore; Laura J. Cairnes, 1216 West Fayette St., Baltimore.

Maryland State Teachers' Association: Nicholas Oram, Easton; Hugh W. Caldwell, Chesapeake City; Ocean City, 1918.

Massachusetts:

Harvard Teachers' Association: William B. Snow, English High School, Boston; George E. Johnson, Harvard University, Cambridge; Cambridge, March, 1918.

High School Masters' Club of Massachusetts: Frank P. Morse, High School, Revere; John W. Hutchins, High School, Malden; Boston, March, 1918.

Massachusetts Association of School Superintendents: Clarence H. Dempsey, Haverhill; Frank C. Johnson, Ayer; probably Boston, March, 1918.

Massachusetts Public School Janitors' Association: Charles H. Evers, Worcester; Wallace C. Tilton, New Bedford; Worcester, probably July 11-12, 1918.

Massachusetts Teachers' Association: Walter V. McDuffee, Springfield; B. M. Merry, Needham; Boston.

Massachusetts Teachers' Federation: Henry H. Harris, Lowell; Ernst Makechnie, West Somerville; Cambridge, October 19, 1918.

Tufts College Teachers' Association: Charles W. Parmenter, Cambridge; Edwin A. Shaw, Tufts College; Tufts College, October, 1918.

Michigan:

Michigan Association of School Superintendents and School Board Members: Charles S. Sink, Ann Arbor; H. C. Daley, Wyandotte; Ann Arbor, Spring, 1918.

Michigan Home Economics Association: Georgia L. White, East Lansing; Alice Cimner, Battle Creek; Michigan Industrial Arts and Science Association: Duncan C. Hodges, Camp Custer, Battle Creek; L. H. Gunther, 117 Benjamin Ave., Grand Rapids.

Michigan Schoolmasters' Club: W. W. Warner, Saginaw; Louis P. Jocelyn, 545 South Division St., Ann Arbor; Ann Arbor, March 25-29, 1918.

Michigan State Federation of Teachers' Clubs: Edwin L. Miller, Detroit; Lila M. Fyan, Northeastern High School, Detroit; Ann Arbor, March or April, 1918.

Michigan State Teachers' Association: H. H. Lowry, Ionia; John P. Everett, 903 West South St., Kalamazoo.

Upper Peninsula Educational Association: H. D. Lee, Hancock; Gilbert L. Brown, Marquette, Marquette, October 9-11, 1918.

Minnesota:

Minnesota Educational Association: E. A. Freeman, Grand Rapids; E. D. Pennell, East High School, Minneapolis; St. Paul, November 6-9, 1918.

Minnesota Educational Association of School Board Members: Mrs. H. Witherstine, Rochester; W. J. Rashleigh, Aurora; St. Paul or Minneapolis, 1918.

Minnesota Home Economics Association: Leila Gerry, 2119 Russell Ave., Minneapolis; Lucy E. von Rohr, Hotel Hastings, Minneapolis.

Minnesota Music Teachers' Association: J. Austin Williams, 41 South 6th St., Minneapolis; Fred. Mueller, 806 Nicollet Ave., Minneapolis; Northfield, June, 1918.

Scandinavian Language Teachers' Association of Twin Cities: O. Arthur Carlson, Minneapolis; Axel Brett, Central High School, Minneapolis; Minneapolis.

Mississippi:

Mississippi Classical Teachers' Association: E. A. Puckett, Holly Springs; Susie Smylie, Hattiesburg.

Mississippi Teachers' Association: W. I. Thames, Mize; H. L. McCleskey, Hattiesburg; May 2-4, 1918.

Missouri:

Missouri Association of Home Economics: Josephine Casey, Kansas City; Ethel Rozzone, Columbia
Missouri College Union: A. Ross Hill, Columbia; T. Berry Smith, Fayette; Columbia, November 5-6, 1918.

Missouri Negro Teachers' Association: C. C. Hubbard, Sedalia; C. G. Williams, Boonville; St. Joseph.
Missouri Society of Teachers of English: V. C. Coulter, Warrensburg; Dorothy Kaucher, Central High School, St. Joseph; St. Louis, November, 1918.

Missouri Society of Teachers of History and Government: R. V. Harmon, Westport High School, Kansas City; J. E. Wrench, 1104 Hudson Ave., Columbia; St. Louis, November, 1918.

Missouri Society of Teachers of Mathematics and Science: O. M. Stewart, Columbia; B. F. Finkel, Springfield; with the Missouri State Teachers' Association.

Missouri State Teachers' Association: Miss T. C. Geeks, Board of Education, St. Louis; E. M. Carter, Columbia; St. Louis, November 7-9, 1918.

Montana:

Montana State Council of English Teachers: Anders Orbeck, Missoula; Mignon Quaw, Bozeman.

Montana State Teachers' Association: J. E. Monroe, Dillon; H. H. Swain, Helena; probably November 26-27, 1918.

Nebraska:

Nebraska Association of City Superintendents: Wilson Tout, North Platte; J. A. True, Schuyler.

Nebraska History Teachers' Association: Mary Tremain, Lincoln; Clark E. Persinger, University of Nebraska, Lincoln; Omaha, November, 1918.

Nebraska Home Economics Association: Mrs. H. G. Gramlich, Lincoln; Maud Wilson, University Farm, Lincoln; Lincoln, January 14-19, 1918.

Nebraska Schoolmasters' Club: J. A. Doremus, Aurora; H. E. Bradford, State Farm School, Lincoln; Kearney, 1918.

Nebraska State Teachers' Association: President, F. M. Gregg, Peru; Omaha, November 6-8, 1918.

Nebraska Women's Educational Club: Anna Tibbets, Peru; Mary E. Foster, Union.

Nevada:

Nevada State Educational Association: B. D. Billingshurst, Reno; Maude Fraser, Goldfield; Fall, 1918.

New Hampshire:

New Hampshire Practical Arts Club: Rolland R. Gove, Concord; Jules Wiesmann, jr., Concord.

New Hampshire State Kindergarten Association: Bertha Colburn, Portsmouth; Helen Gibbs, Concord; probably Concord, May, 1918.

New Hampshire State Teachers' Association: L. E. Ryder, Manchester; Stanley F. Frels, Manchester.

New Jersey:

Association of Teachers of English of New Jersey: Charles G. Osgood, Princeton; L. E. French, High School, Atlantic City; Trenton.

Council of Education of the State of New Jersey: J. J. Savitz, State Normal School, Trenton; J. Howard Hulbert, Dover; March 8-9, 1918.

New Jersey Science Teachers' Association: Earl Eastman, High School, Atlantic City; Raymond S. Blodgett, High School, Caldwell.

New Jersey State Teachers' Association: Henry M. Cressman, Egg Harbor City; H. J. Neal, Phillipsburg; Atlantic City, December 26-28, 1918.

New Mexico:

New Mexico Association for Science: John D. Clark, Albuquerque; L. A. Higley, State College; Albuquerque, November 25-27, 1918.

New Mexico Educational Association: Isabel Lancaster Eckles, Silver City; John Milne, Albuquerque.

New York:

Agricultural Teachers and Principals' Association: H. B. Allen, Westfield; Garland A. Bricker, Syracuse University, Syracuse.

Associated Academic Principals: Harry W. Rockwell, Pelham; Edward P. Smith, North Tonawanda.

Association of Colleges in the State of New York: Joseph H. Rockwell, College of St. Francis Xavier, Brooklyn; Augustus S. Downing, Education Building, Albany.

New York State Association of District Superintendents: H. George Covey, Katonah; Cora V. Luttenton, Albion; New York City.

New York State Association of English Teachers: A. B. Sias, Rochester; Edwin B. Richards, Central High School, Syracuse; Albany, November 26-27, 1918.

New York State Association of Medical Inspectors and Physical Educators: Clinton P. McCord, Albany; Edward F. Brown, 105 East 23d St., New York.

New York State Council of City School Superintendents: W. B. Sprague, Utica; George M. Elmendorf, Herkimer.

New York State Council of Elementary School Principals and Teachers: Herbert S. Weet, Rochester, Mary L. Ludwig, 502 Hickory St., Buffalo; Albany, 1918.

New York State History Teachers' Association: Edward P. Smith, North Tonawanda; Clarence G. Hewitt, Central High School, Syracuse; probably Albany, Thanksgiving week, 1918.

New York State Modern Language Association: J. B. E. Jonas, DeWitt Clinton High School, New York City; Arthur G. Host, Troy High School, Troy.

New York State Science Teachers' Association: Harry A. Carpenter, Rochester; Edward E. Ford, West High School, Rochester; Albany, Thanksgiving week, 1918.

New York State Teachers' Association: H. S. Weet, Rochester; Richard A. Searing, North Tonawanda. Albany, November 26-27, 1918.

North Carolina:

North Carolina Association of City Superintendents: Harry Harding, Charlotte; Hoy Taylor, Greenville; probably November, 1918.

North Carolina Association of Geography Teachers: Collier Cobb, Chapel Hill; John E. Smith, Chapel Hill.

North Carolina Sunday School Association: G. T. Stephenson, Winston-Salem; J. Walter Long, Greensboro.

North Carolina Teachers' Assembly: N. W. Walker, Chapel Hill; E. E. Sams, Raleigh.

North Dakota:

City Superintendents' Association of North Dakota: P. S. Berg, Dickinson; Nelson Sauvain, Devils Lake; Minot, October or November, 1918.

North Dakota Association of English Teachers: Julia McDonough, Minot; Hilda Taylor, Jamestown; Minot, October, 1918, with the North Dakota Educational Association.

North Dakota Council of Geography Teachers: Jesse E. Switzer, Valley City; Huldah L. Winsted, State Normal School, Minot; Minot, November, 1918.

North Dakota Educational Association: R. M. Black, Ellendale; W. E. Parsons, Bismarck; Minot, Fall, 1918.

Ohio:

Association of Ohio Teachers of Mathematics and Science: C. C. Morris, Ohio State University, Columbus; Prof. Beatty, High School, Newark; Columbus, March 29-30, 1918.

Conference of Ohio College Presidents and Deans: Parke R. Kolbe, Akron; Mary I. Park, Heidelberg University, Tiffin; Columbus, March 28, 1918.

Ohio Association of English Teachers: C. E. Thomas, Woodward High School, Cincinnati; Ethel M. Parmenter, East Technical High School, Cleveland; Columbus, Christmas holidays, 1918.

Ohio College Association: C. W. Chamberlain, Denison University, Granville; T. B. Birch, Wittenberg College, Springfield; Columbus, March 29-30, 1918.

Ohio Drawing and Manual Training Teachers' Association: Laura Bailey, Miamisburg; Karl S. Bolander, High School of Commerce, Columbus; Cedar Point, June 25-27, 1918.

Ohio History Teachers' Association: C. C. Barnes, Marion; Carl Wittke, Ohio State University, Columbus; Columbus, November, 1918.

Ohio Home Economics Teachers' Association: Mary Parker, Cleveland; Mary Tough, Ohio University, Athens; probably Columbus, November, 1918.

Ohio Industrial Arts Association: J. W. Moyer, Sandusky; Roy Jenkins, Celina; Cleveland, February, 1918.

Ohio School Improvement Federation: F. A. Derthick, Mantua; W. N. Beetham, Wellsburg, W. Va.; Columbus, Christmas holidays, 1918.

Ohio Society of College Teachers of Education: Edward A. Miller, Oberlin College, Oberlin; Arthur R. Mead, Ohio Wesleyan University, Delaware.

Ohio State Association of School Board Members: R. G. Ingleson, Avon Lake; W. J. Knight, Urbana; Ohio State Teachers' Association: Darrell Joyce, Hamilton; F. E. Reynolds, Wapakoneta.

Oklahoma:

Oklahoma Council of Teachers of English: F. C. Oakes, Edmond; Nellie J. McFerron, Ardmore. Oklahoma City, Thanksgiving holidays, 1918.

Oklahoma Educational Association: B. F. Nihart, Oklahoma City; Mary D. Couch, Oklahoma City; Oklahoma City, November 28-30, 1918.

Oklahoma Home Economics Association: Ruth Michaels, Stillwater; Miss Allison, Oklahoma City.

Oregon:

County Superintendents' Association of Oregon: W. M. Smith, Salem; Fay Clark, Vale; Salem, January 2, 1918.

Oregon Council of Teachers of English: Mary H. Perkins, University of Oregon, Eugene; Rosa B. Parrott, Oregon Normal School, Monmouth; Portland, December 27-28, 1918.

Oregon Science and Mathematics Teachers' Association: F. L. Griffin, Portland; E. L. Keasal, University of Oregon, Eugene; Portland, December 28-29, 1918.

Oregon State Teachers' Association: H. D. Sheldon, Eugene; E. D. Ressler, Corvallis; Portland, Christmas holidays, 1918.

Pennsylvania:

Association of School Board Secretaries of Pennsylvania: D. D. Hammelbaugh, Harrisburg; A. W. Moss, Wilkes-Barre; Harrisburg, February, 1918.

Pennsylvania Schoolmasters' Club: F. C. Steltz, Braddock; Charles W. Shaffer, Wilmerding; Pittsburgh, February, 1918.

Pennsylvania State Educational Association: S. E. Weber, Scranton; J. P. McCaskey, Lancaster.

Pennsylvania State School Directors' Association: S. R. McClure, Braddock; D. D. Hammelbaugh, 121-123 Chestnut St., Harrisburg; Harrisburg, February 7-8, 1918.

Public Education and Child Labor Association of Pennsylvania, 1015 Witherspoon Building, Philadelphia; Franklin N. Brewer; B. M. Watson.

Rhode Island:

Rhode Island History Teachers' Association: John C. Swift, Providence; A. Howard Williamson, 5 Judkins St., Rumford.

Rhode Island Institute of Instruction: John L. Alger, Providence; M. Davitt Carroll, 76 Beaufort St., Providence; Providence, October 24-26, 1918.

South Carolina:

Association of Colleges of South Carolina: H. N. Snyder, Wofford College, Spartanburg; L. T. Baker, University of South Carolina, Columbia; Columbia, April, 1918.

South Carolina—Continued.

South Carolina Association of Elementary Schools: Lottie Olney, Charleston; Mrs. John Hargrave, Dillon.

South Carolina Home Economics Association: Mary B. McGowan, Winthrop College, Rock Hill; Lois Erwin, Spartanburg County.

South Carolina School Improvement Association: Madeleine Spigener, Columbia; Mary Eva Hite, Wagener; Columbia, March, 1918.

South Carolina State Colored Teachers' Association: R. S. Wilkinson, Orangeburg; I. M. A. Myers, Manning; Orangeburg, July 18-19, 1918.

South Carolina State Teachers' Association: J. P. Kinard, Rock Hill; R. C. Burts, Rock Hill; Columbia, March, 1918.

South Dakota:

South Dakota Commercial Teachers' Association: P. A. Cooley, Mitchell; Etha Burnham, Aberdeen; Mitchell, November 25-27, 1918.

South Dakota Educational Association: Harry M. Gage, Huron; A. H. Seymour, Aberdeen; Mitchell, November, 1918.

South Dakota History Teacher's Association: Bruce McVay, De Smet; Edwin Ott, 812 South Prairie Ave., Sioux Falls; Mitchell, November 25-27, 1918.

Tennessee:

Tennessee History Teachers' Association: A. Max Souby, Murfreesboro; Mabel Jones, 1713 Hayes St., Nashville; probably Nashville, April, 1918.

Tennessee State Public School Officers' Association: B. O. Duggan, Covington; Claude J. Bell, Nashville; Nashville, February 13, 1918.

Tennessee State Teachers' Association: Jesse Hardin, Fayetteville; Perry L. Harned, Clarksville.

Texas:

Conference for Education in Texas: President, Pat M. Neff, Waco.

Home Economics Association of Texas: Grace R. Berry, San Marcos; Palmer R. Ellsberry, Waco.

Texas State History Teachers' Association: Frederic Duncalf, Austin; L. F. McKay, Temple.

Texas State Teachers' Association: W. B. Bizzell, College Station; R. T. Ellis, 2388 Lipcomb St., Fort Worth.

Texas State Teachers' Association (colored): C. F. Carr, Palestine; T. K. Price, Mexia; Palestine, November 28, 1918.

Utah:

Utah Educational Association: D. C. Jensen, Midvale; J. Fred Anderson, 732 Roberta St., Salt Lake City; Salt Lake City, January 2-4, 1918.

Utah Home Economics Association: Mrs. Rena B. Maycock, Logan; Anna Christenson, Logan.

Vermont:

Vermont Schoolmasters' Club: H. D. Casey, Springfield; J. C. Walker, Vergennes.

Vermont State Teachers' Association: A. S. Harriman, Middlebury; Etta Franklin, Rutland.

Vermont Women Teachers' Club: Elizabeth Isham, Burlington; Ella Ferrin, Castleton.

Virginia:

Association of Colleges and Secondary Schools of Virginia: Ella M. Marx, Newport News.

Association of Virginia Colleges: J. C. Metcalf, Richmond; Charles G. Maphis, University.

Cooperative Education Association of Virginia: Mrs. B. B. Munford, 503 East Grace St., Richmond;

J. H. Montgomery, Davis Building, Richmond; probably Richmond.

Public School Trustees Association of Virginia: F. T. Briggs, Portsmouth; M. F. McGhee, Keysville; November, 1918.

State Educational Conference: Officers of executive committee: J. A. C. Chandler, Richmond; W. C. Blakey, Richmond; Richmond, Thanksgiving week, 1918.

Virginia Association of Colleges and Schools for Girls: Mary M. Williamson, Hollins College, Hollins; Mary S. Gammon, State Normal School, Fredericksburg; Sweet Briar.

Virginia English Teachers' Association: R. E. Blackwell, Ashland; James M. Grainger, State Normal School, Farmville.

Virginia Society for the Study of Education: J. P. McConnell, East Radford; R. T. Kerlin, Lexington; Richmond, November 28, 1918.

Virginia State Primary Teachers' Association: Blanche Bullfant, East Radford; Julia Ingles, Radford; Richmond, about November 30, 1918.

Virginia State Teachers' Association: J. A. C. Chandler, Richmond; W. C. Blakey, Richmond; Richmond, Thanksgiving week, 1918.

Washington:

Puget Sound English Masters' Club: G. W. Saunderson, Lincoln High School, Seattle; E. H. Butler, Washington School, Tacoma; Tacoma.

Puget Sound Schoolmasters' Club: Clifford Woody, Seattle; Frank Farrar, 6725 24th Ave., N. W. Seattle; Seattle, about May 1, 1918.

Washington Educational Association: Almira George, Seattle; O. C. Whitney, 818 North Adams St., Tacoma; about October 23, 1918.

Washington State Teachers' Home Economics Association: Mary L. Atkins, State Normal School, Cheney; May Worthington, 806 York Ave., Spokane.

West Virginia:

West Virginia Council of Teachers of English: Walter Barnes, Fairmont; Mary M. Atkeson, Morgantown.

West Virginia Education Association: Waitman Barbe, Morgantown; H. W. McDowell, Moundsville; Wheeling, June, 1918.

West Virginia—Continued.

West Virginia History Teachers' Association: J. H. Thornton, Sistersville; Dora L. Newman, Fairmont; Wheeling, June, 1918, in connection with West Virginia Education Association.

West Virginia Home Economics and Manual Arts Association: Rachel H. Colwell, West Virginia University, Morgantown; Nellie Woods, Shepherd College, Shepherdstown.

West Virginia State Teachers' Association: A. W. Curtis, Institute; C. Ruth Campbell, Institute; November, 1918.

Wisconsin:

Wisconsin Association of Continuation School Directors: E. F. Gunn, jr., Green Bay; A. R. Graham, Racine; Milwaukee, November 7, 1918.

Wisconsin Association of Mathematics Teachers: Myron C. West, Madison; Walter W. Hart, University of Wisconsin, Madison; Milwaukee.

Wisconsin Association of Modern Foreign Language Teachers: Barry Cerf, Madison; J. D. Doehl, 2137 Keyes Ave., Madison; probably Madison, May 10-11, 1918.

Wisconsin History Teachers' Association: William H. Cheever, Milwaukee Normal School, Milwaukee; Amelia C. Ford, Milwaukee-Towner College, Milwaukee; Milwaukee, probably November 7, 1918.

Wisconsin Montessori Association: Mrs. Joseph Bischoff, Stevens Point; Mrs. Fred Ball, Stevens Point.

Wisconsin Music Teachers' Association: Mrs. Estella H. Reade, Ripon College, Ripon; Mrs. Georgia C. Hyde, 415 Park St., Madison; Oshkosh, May, 1918.

Wisconsin Physical Education Society: Walter Wittich, La Crosse; Della Gipe, La Crosse Normal School, La Crosse; Milwaukee, November, 1918.

Wisconsin Superintendents' and Supervising Principals' Association: P. J. Zimmers, Manitowoc; F. P. Young, Appleton; Milwaukee, March 29-30, 1918.

Wisconsin Teachers' Association: M. N. McIver, Oshkosh; M. A. Bussewitz, 435 Kanwood Boulevard, Milwaukee; Milwaukee, November 7-9, 1918.

Wyoming:

Wyoming State Teachers' Association: Joseph E. Burch, Kemmerer; Mrs. Nellie L. Wales, Thermopolis; Lander, probably Thanksgiving week, 1918.

3.—City.

Association of Women Principals of Public Schools of New York City: Jessie B. Colburn, 8 West 103d St.; Loretto M. Rochester, 845 Lexington Ave.

Boston Teachers' Club: Cora E. Bigelow, 36 Hancock St.; Eva Z. Prichard, Girls' Latin School.

Brooklyn Teachers' Association: Isabelle A. Ennis, Public School 27; Mary E. Hamilton, Public School 27.

Chicago Principals' Club: John H. Stube, 5 South Wabash Ave.; William Hedges, 5 South Wabash Ave.

Chicago Teachers' Federation: Ida L. M. Fursman, 4465 North Kildare Ave.; Frances E. Harden, 1543 Sherwin Ave.; January 19, 1918.

Cincinnati Schoolmasters' Club: Charles Otterman, 3301 Observatory Road, Mount Lookout; M. R. McElroy, 6100 Prentice St.; January 12, 1918.

Detroit Teachers' Association: Sadie Alley, 50 Broadway; Alice V. Guyl, 50 Broadway.

Educational Society of Baltimore: Edward F. Buchner, Johns Hopkins University; M. Rose Patterson, School No. 72.

Elementary Teachers' Association (Baltimore): Laura W. Manister, 600 18th St.; Nellie H. Cromwell, 420 North Carey St.; March 4, 1918.

Federation of Teachers' Associations of the City of New York: John W. Rafferty, 1492 Pacific St., Brooklyn; Olive M. Jones, 38 West 95th St.

Grade Teachers' Association of San Francisco: Mary Mooney; Susie Corpstein.

High School Teachers' Association of New York City: Fred C. White, Morris High School; Elizabeth A. Roche, Washington Irving High School; March 2, 1918.

Interborough Association of Women Teachers (New York City): Grace C. Strachan-Forsythe, 1710 Avenue I, Brooklyn; Lillian I. Powers, 56 Macon St., Brooklyn.

Los Angeles City Teachers' Club: Wilhelmina Van de Goorberg, 1606 Mt. Royal Ave.; Beatrice J. Servis, 802 West Washington St.

New Haven Teachers' League: Carolyn Merchant, 145 Lenox St.; Helen L. Gilbert, West Haven; January 28, 1918.

New York Academy of Public Education: William L. Felter, Girls' High School, Brooklyn; Samuel B. Heckman, College of the City of New York.

New York City Association of Teachers of English: Dudley H. Miles, Evander Childs High School; William P. Wharton, High School of Commerce; February 16, 1918.

New York Montessori Association: Raymond P. Holden, 323 Riverside Drive; Ralph Albertson, 16 Horatio St.

New York Schoolmasters' Club: Henry M. Maxson, Plainfield, N. J.; Matthew D. Quinn, 101 East 92d St.

Philadelphia Teachers' Association: Mrs. Emma V. Tindal, S. Weir Mitchell School; Emily M. Renshaw, 2321 Wharton St.; January 7, 1918.

Pittsburgh Teachers' Association: Clara F. McMillen, 347 South Atlantic Ave.; Laura H. Milholland, 2140 Beaufort Ave.

Portland (Oreg.) Grade Teachers' Association: Jessie McGregor, Campbell Hill Hotel; Mrs. Laura E. Black, 310 East Ninth St.

Public Education Association of Buffalo: Fenton M. Parke, 123 Park St.; Frances Skinner, 322 Prudential Building.

Public Education Association of Chicago: Allen B. Pond, 64 East Van Buren St.; Glen Edwards, 5486 Blackstone Ave.

- Public Education Association of Philadelphia: Franklin N. Brewer, The Wanamaker Store; Jane R. Harper, acting, 1015 Witherspoon Building.
- Public Education Association of the City of New York: Charles P. Howland, 37 Wall St.; Howard W. Nudd, 8 West 40th St.; January, 1918.
- Public School Teachers' Association of Baltimore: Charles J. Koch, 3915 East Baltimore St.; Minnie Daugherty, 637 West North Ave.; February 11, 1918.
- Public School Teachers' Association of Providence, R. I.: Frank A. Spratt, 276 Washington Ave.; Mary C. Dunn, 127 Vinton St.
- Schoolmen's Club of Philadelphia: Alfred V. Sayre, Southwark School; Thomas Grootzinger, 5857 Willows Ave.; January 12, 1918.
- Teachers' Council (New York City): Magnus Gross, 6 Albany St.; Agnes M. Marshall, 541 Eastern Parkway, Brooklyn; January 11, 1918.
- Union (New York) Teachers' Association: Bessie J. Randall, 1517 Sunset Ave.; Luella J. Thomas, 423 Court St.; January, 1918.

XXVIII.—LEARNED AND CIVIC ORGANIZATIONS.

The following list shows, first, the name of the organization; second, the name and address of the president; third, the name and address of the secretary; fourth, the place and date of the next meeting.

- American Academy of Arts and Letters: William D. Howells, Franklin Square, New York, N. Y.; Robert U. Johnson, 70 8th Ave., New York, N. Y.; Washington, D. C., January 9-11, 1918.
- American Academy of Medicine: J. E. Tuckerman, 733 Osborne Building, Cleveland, Ohio; Thomas Wray Grayson, 1101 Westinghouse Building, Pittsburgh, Pa.
- American Academy of Political and Social Science: Leo S. Rowe, University of Pennsylvania, Philadelphia, Pa.; J. P. Lichtenberger, 4024 Spruce St., Philadelphia, Pa.; Philadelphia, Pa., April 25-27, 1918.
- American Association for Labor Legislation: Samuel McCune Lindsay, Columbia University, New York, N. Y.; John B. Andrews, 131 East 23d St., New York, N. Y.; December, 1918.
- American Association for the Advancement of Science: Theodore W. Richards, Harvard University, Cambridge, Mass.; L. O. Howard, Smithsonian Institution, Washington, D. C.
- American Association for the Study and Prevention of Infant Mortality: William C. Woodward, Washington, D. C.; Gertrude B. Knipp, 1211 Cathedral St., Baltimore, Md.
- American Association of Museums: Henry R. Howland, Buffalo, N. Y.; Paul M. Rea, Charleston Museum, Charleston, S. C.; Springfield, Mass., about May 20, 1918.
- American Chemical Society: William H. Nichols, 25 Broad St., New York, N. Y.; Charles L. Parsons, Box 505, Washington, D. C.; St. Louis, Mo., March or April, 1918.
- American Civic Association: J. Horace McFarland, Harrisburg, Pa.; Richard B. Watrous, 914 Union Trust Building, Washington, D. C.
- American Economic Association: Irving Fisher, New Haven, Conn.; Allyn A. Young, Cornell University, Ithaca, N. Y.; Cleveland, Ohio, December, 1918.
- American Forestry Association: Charles L. Pack, 1410 H St., N. W., Washington, D. C.; Percival S. Rigdale, 1410 H St., N. W., Washington, D. C.
- American Genetic Association: David Fairchild, Bureau of Plant Industry, U. S. Department of Agriculture, Washington, D. C.; George M. Rommel, Bureau of Animal Industry, U. S. Department of Agriculture, Washington, D. C.
- American Geographical Society: John Greenough, Broadway and 156th St., New York, N. Y.; Isaiah Bowman, Broadway and 156th St., New York, N. Y.
- American Historical Association: William R. Thayer, Cambridge, Mass.; W. G. Leland, 1140 Woodward Building, Washington, D. C.; Minneapolis, Minn., December 30, 1918, to January 1, 1919.
- American Institute of Social Service: Mornay Williams, Englewood, N. J.; Nathaniel M. Pratt, Bible House, Astor Place, New York, N. Y.
- American Library Association: Thomas L. Montgomery, State Library, Harrisburg, Pa.; George B. Utley, 78 East Washington St., Chicago, Ill.
- American Mathematical Society: L. E. Dickson, 5535 University Ave., Chicago, Ill.; F. N. Cole, Columbia University, New York, N. Y.
- American Medical Association: Charles H. Mayo, Rochester, Minn.; Alexander R. Craig, 535 North Dearborn St., Chicago, Ill.; Chicago, Ill., June 10-14, 1918.
- American Philological Association: Frank F. Abbott, Princeton University, Princeton, N. J.; Clarence C. Bill, Adelbert College, Cleveland, Ohio; New York, N. Y., December 25-28, 1918.
- American Philosophical Association: M. W. Calkins, Wellesley College, Mass.; H. O. Overstreet, College of the City of New York, New York, N. Y.
- American Philosophical Society: W. W. Keen, 1729 Chestnut St., Philadelphia, Pa.; I. Minis Hays, 104 South 5th St., Philadelphia, Pa.; Philadelphia, Pa., April 11-12, 1918.
- American Political Science Association: Henry J. Ford, Princeton University, Princeton, N. J.; Chester Lloyd Jones, University of Wisconsin, Madison, Wis.
- American Psychological Association: J. W. Baird, Worcester, Mass.; H. S. Langfeld, Harvard University, Cambridge, Mass.
- American Public Health Association: Charles J. Hastings, Municipal Building, Toronto, Canada; A. W. Hedrick, 126 Massachusetts Ave., Boston, Mass.

- American Social Hygiene Association:** William H. Welch, Baltimore, Md.; William F. Snow, 105 West 40th St., New York, N. Y.
- American Social Science Association:** George G. Battle, 50 Wall St., New York, N. Y.; W. C. Le Gendre, 50 Wall St., New York, N. Y.
- American Society for Thrift:** S. W. Straus, 180 Broadway, New York, N. Y.; Henry R. Daniel, 30 North Michigan Ave., Chicago, Ill.
- American Sociological Society:** Charles H. Cooley, University of Michigan, Ann Arbor, Mich.; Scott E. W. Bedford, University of Chicago, Chicago, Ill.
- American Statistical Association:** Wesley C. Mitchell, 15 North Washington Square, New York, N. Y.; Robert E. Chaddock, Columbia University, New York, N. Y. December, 1918.
- Association of American Geographers:** Nevin M. Fenneman, University of Cincinnati, Cincinnati, Ohio; O. L. Fassig, Baltimore, Md.
- Botanical Society of America:** William Trelease, University of Illinois, Urbana, Ill.; J. R. Schramm, Cornell University, Ithaca, N. Y.
- Child Conservation League of America:** Winfield S. Hall, 2431 South Dearborn St., Chicago, Ill.; Mrs. Minnette C. Hair, Woman's Temple, Chicago, Ill.; Chicago, Ill., March 21, 1918.
- Geological Society of America:** Whitman Cross, Washington, D. C.; Edmund Otis Hovey, American Museum of Natural History, New York, N. Y.; Boston, Mass., December 30, 1918, to January 1, 1919.
- Jewish Agricultural and Industrial Aid Society:** Alfred Jaretski, 174 2d Ave., New York, N. Y.; Cyrus L. Sulzberger, 174 2d Ave., New York, N. Y.; New York, N. Y., February, 1918.
- Mathematical Association of America:** E. V. Huntington, Harvard University, Cambridge, Mass.; W. D. Cairns, Oberlin, Ohio; Hanover, N. H., September, 1918.
- Modern Language Association of America:** Edward C. Armstrong, Princeton University, Princeton, N. J.; William G. Howard, Harvard University, Cambridge, Mass.; Poughkeepsie, N. Y.; December 23-24, 1918.
- National Academy of Sciences:** Charles D. Walcott, Smithsonian Institution, Washington, D. C.; Arthur L. Day, Smithsonian Institution, Washington, D. C.; Washington, D. C., April 22-24, 1918.
- National Agricultural Society:** James Wilson, Traer, Iowa; P. C. Long, 2 West 45th St., New York, N. Y.; April, 1918.
- National Civic Federation:** V. Everit Macy, 68 Broad St., New York, N. Y.; Ralph M. Easley, Metropolitan Tower, New York, N. Y.
- National Conference of Social Work:** Robert A. Woods, 20 Union Park, Boston, Mass.; William T. Cross, 315 Plymouth Court, Chicago, Ill.; Kansas City, Mo., probably June, 1918.
- National Economic League:** William Howard Taft, New Haven, Conn.; J. W. Beatson, 6 Beacon St., Boston, Mass.
- National Forward to Land League:** W. J. Hoggson, 7 East 44th St., New York, N. Y.; Haviland H. Lund, Hotel Albert, New York, N. Y.
- National Geographic Society:** O. H. Tittmann, National Geographic Building, Washington, D. C.; Gilbert H. Grosvenor, National Geographic Building, Washington, D. C.; Washington, D. C., January 5, 1918.
- National Institute of Arts and Letters:** Augustus Thomas, 60 East 65th St., New York, N. Y.; Ashley H. Thorndike, Columbia University, New York, N. Y.; probably Washington, D. C., January, 1918.
- National Institute of Social Sciences:** Irving Fisher, 400 Prospect St., New Haven, Conn.; Eria Rodakiewicz, 225 Fifth Ave., New York, N. Y.; New York, N. Y., January 18, 1918.
- National Municipal League:** Lawson Purdy, Municipal Building, New York, N. Y.; Clinton R. Woodruff, 703 North American Building, Philadelphia, Pa.
- National Security League:** S. Stanwood Menken, 53 William St., New York, N. Y.; Herbert Barry, 31 Pine St., New York, N. Y.; Chicago, Ill., February 21-23, 1918.
- Pan American Society of the United States:** John B. Moore, Columbia University, New York, N. Y.; Harry E. Bard, Mills Building, 15 Broad St., New York, N. Y.; New York, N. Y., February 11, 1918.
- Society for the Promotion of Agricultural Science:** Herbert Osborn, Ohio State University, Columbus, Ohio; C. P. Gillette, Fort Collins, Colo.; Springfield, Mass.
- Southern Commercial Congress:** Duncan U. Fletcher, Senate Office Building, Washington, D. C.; Clarence J. Owens, Southern Building, Washington, D. C.; Baltimore, Md., December 8-12, 1918.
- Southern Sociological Congress:** C. H. Brough, Little Rock, Ark.; J. E. McCulloch, McLachlen Building, Washington, D. C.

XXIX.—STATE FEDERATION OF WOMEN'S CLUBS.

The officers of the General Federation of Women's Clubs (national organization) are: President, Mrs. Josiah Evans Cowles, Los Angeles, Cal.; secretary, Mrs. W. I. McFarland, Wagner, S. Dak.; manager bureau of information, Mrs. Mary I. Wood, Portsmouth, N. H.

Name.	President.	Secretary.	Meeting.
Alabama.....	Mrs. James S. Hagan, 200 St. Louis St., Mobile.	Mrs. Arthur Loeb, 649 Broad St., Selma.	
Alaska.....	Mrs. L. S. Ferris, Treadwell, (acting).	Mrs. Geo. Hamilton, Box 403, Douglas.	
Arizona.....	Mrs. Henry Morgan, Wilcox.	Mrs. J. W. Smith, Wilcox..	
Arkansas.....	Mrs. H. C. Gibson, 1302 Lincoln Ave., Little Rock.	Mrs. Walter Wright, Helena.	
California.....	Mrs. Herbert A. Cable, 1906 W. Forty-second Pl., Los Angeles.	Mrs. A. E. Lucas, 1004 Masonic Ave., San Francisco.	
Colorado.....	Mrs. Adam Weiss, Del Norte.	Mrs. Roderick A. Chisholm, Del Norte.	
Connecticut.....	Mrs. Edward H. Smiley, 244 Collins St., Hartford.	Mrs. G. H. Stoughton, 206 Beacon St., Hartford.	
Delaware.....	Mrs. Walter A. Powell, Dover.	Mrs. A. E. Watson, Dover..	
District of Columbia.....	Mrs. Court F. Wood, 311 E. Capitol St., Washington.	Mrs. Jason Waterman, 1807 Third St. N.E., Washington.	
Florida.....	Mrs. Edgar Lewis, Fort Myers.	Mrs. H. B. Minlum, 1825 Walnut St., Jacksonville.	
Georgia.....	Mrs. Nellie Peters Black, 519 Spring St., Atlanta.	Mrs. H. H. Merry, Pelham..	
Idaho.....	Mrs. M. J. Sweeley, Twin Falls.	Mrs. Wilbur Hill, Twin Falls.	
Illinois.....	Miss Jessie I. Spafford, 401 E. State St., Rockford.	Mrs. Willis J. Burgess, 431 W. Van Buren St., Chicago.	
Indiana.....	Mrs. John E. Moore, Kokomo.	Mrs. John E. Moore, Kokomo.	
Iowa.....	Mrs. John W. Watsek, 1407 Brady St., Davenport.	Mrs. F. F. Faville, Storm Lake.	
Kansas.....	Mrs. H. O. Garvey, 515 Buchanan St., Topeka.	Mrs. A. J. Kenwell, Council Grove.	
Kentucky.....	Mrs. Richard T. Lowndes, Jr., Danville.	Mrs. Hardie B. Ripy, Lawrenceburg.	
Louisiana.....	Mrs. A. F. Storm, Morgan City.	Mrs. W. A. Wilkinson, 654 Egan St., Shreveport.	
Maine.....	Mrs. Fanny E. Lord, 3 Charles St., Bangor.	Mrs. Ezra B. White, 603 Main St., Lewiston.	
Maryland.....	Mrs. Francis Sanderson, Piedmont Ave., Walbrook.	Mrs. W. W. Emmart, 817 N. Fremont St., Baltimore.	
Massachusetts.....	Mrs. Herbert J. Gurney, 145 Warren Ave., Wollaston.	Mrs. Arthur W. Lane, 7 Williston Road, Auburn-dale.	
Michigan.....	Mrs. Florence I. Bulson, 1004 Francis St., Jackson.	Mrs. C. L. Thomson, 101 Houston Ave., Muskegon.	
Minnesota.....	Mrs. Geo. J. Allen, 720 W. College St., Rochester.	Mrs. Austin Kennedy, 229 Genesee St., Rochester.	
Mississippi.....	Mrs. Benj. F. Saunders, Swan Lake, Miss.	Mrs. J. H. Price, Magnolia...	
Missouri.....	Mrs. George A. Still, 502 Osteopathy Ave., Kirksville.	Mrs. John W. Parker, 4200 St. John Ave., Kansas City.	
Montana.....	Mrs. Wallace T. Perham, 812 N. Kendrick Ave., Glendine.	Mrs. Fred I. Powers, Bozeman.	
Nebraska.....	Mrs. A. E. Sheldon, Lincoln.	Mrs. J. Rowan, Alliance....	
Nevada.....	Mrs. Pearl Buchner Ellis, 116 N. Carson St., Carson City.	Miss Rose Stewart, Carson City.	
New Hampshire.....	Mrs. A. H. Harriman, 778 Main St., Laconia.	Miss Mabel C. Berry, East Derry.	
New Jersey.....	Mrs. J. H. Schermerhorn, 11 Halsted Pl., East Orange.	Mrs. Brice Collard, 29 Manticello Ave., Jersey City.	
New Mexico.....	Mrs. George E. Ladd, Mesilla Park.	Mrs. Henry Stoes, Las Cruces.	
New York.....	Mrs. Wm. Grant Brown, 2230 Broadway, New York.	Mrs. Merwin W. Ley, 1003 Walnut Ave., Syracuse.	
North Carolina.....	Mrs. Clarence Johnson, 409 Baylan Ave., Raleigh.	Mrs. M. L. Stover, Carolina Apartments, Wilmington.	
North Dakota.....	Mrs. H. G. Vick, Cavalier...	Mrs. Robert McBride, Cavalier.	
Ohio.....	Mrs. Prentice E. Rood, 733 Grove Pl., Toledo.	Mrs. Wm. Harley Porter, Kentiworth Ave., Toledo.	
Oklahoma.....	Mrs. Tom Hope, 1035 N. Walker St., Oklahoma City.	Mrs. W. H. Gallagher, 802 N. Second St., McAlester.	

XXIX.—STATE FEDERATION OF WOMEN'S CLUBS—Continued.

Name.	President.	Secretary.	Meeting.
Oregon.....	Mrs. Charles H. Castner, 704 Twelfth St., Hood River.	Mrs. J. A. Pettit, 574 E. Tay- lor St., Portland.	
Pennsylvania.....	Mrs. Ronald P. Gleason, 947 Clay Ave. Scranton.	Mrs. H. C. Boden, 208 St. Marks Sq., Philadelphia.	
Rhode Island.....	Mrs. Horace G. Bissell, East Greenwich.	Mrs. Edward K. Aldrich, 87 Lloyd Ave., Providence.	
South Carolina....	Mrs. J. L. Coker, Jr., Harts- ville.	Mrs. M. S. McKinnon, Hartsville.	
South Dakota.....	Mrs. Gertrude B. Gunder- son, Vermillion.	Mrs. Grace R. Porter, Fort Pierre.	
Tennessee.....	Mrs. Alex. S. Caldwell, Caldwell Lane, Nashville.	Mrs. T. P. Miller, 403 W. Church Ave., Knoxville.	
Texas.....	Mrs. C. W. Connery, 1530 Cooper St., Fort Worth.	Mrs. A. E. Griffin, 3503 Worth St., Dallas.	
Utah.....	Mrs. Edward Biehael, 718 Twenty-fifth St., Ogden.	Mrs. John Culley, 2579 Mon- roe Ave., Ogden.	
Vermont.....	Mrs. G. F. Davis, 45 State St., Windsor.	Mrs. Leonard D. Wheeler, White River Junction.	
Virginia.....	Mrs. J. S. Hagan, 254 Jeff- erson St., Danville.	Mrs. George T. Klipstein, 607 Prince St., Alexandria.	
Washington.....	Mrs. N. S. McCready, Sno- homish.	Mrs. Ira D. Cardiff, 302 Oak St., Pullman.	
West Virginia....	Mrs. George De Bolt, Fair- mont.	Mrs. J. B. Sammel, 1121 Ann St., Parkersburg.	
Wisconsin.....	Mrs. L. D. Harvey, 104 Fourth Ave., W. Menom- onie.	Mrs. A. W. Shelton, Rhine- lander.	
Wyoming.....	Mrs. S. Conant Parks, Lander.	Mrs. D. M. Carley, 2404 Pio- neer Ave., Cheyenne.	

XXX.—MOTHERS' CONGRESSES.

The officers of the National Congress of Mothers and Parent-Teacher Associations are: President, Mrs. Frederic Schoff, Philadelphia, Pa.; secretary, Mrs. Arthur A Birney, 910 Loan and Trust Building, Washington, D. C.

BRANCHES.

Name.	President.	Name.	President.
Alabama.....	Mrs. N. L. Bagley, 1725 Copeland Ave., Birming- ham.	Maine.....	Mrs. W. F. Jones, Norway.
Arizona.....	Mrs. J. C. Norton, Phoenix.	Maryland.....	Mrs. Harry E. Parkhurst, 1410 Park Ave., Balti- more.
California.....	Jessie A. Russell, Glendale.	Massachusetts.....	Mrs. Milton P. Higgins, 228 West St., Worcester.
Colorado.....	Mrs. Fred Dick, 2755 W. 32d Ave., Denver.	Mississippi.....	Mrs. J. B. Lawrence, Jack- son.
Connecticut.....	Mrs. Geo. W. Chandler, Rocky Hill.	Missouri.....	Mrs. J. H. Sheldon, 2380 Tracy Ave., Kansas City.
Delaware.....	Mrs. Garrett S. Harrington, Harrington.	Montana.....	Mrs. H. B. Farnsworth, Missoula.
District of Columbia.	Mrs. G. S. Rafter, 3106 16th St., N. W.	New Hampshire....	Mrs. A. H. Harriman, Le- conia.
Florida.....	W. N. Sheats, State superin- tendent, Tallahassee. ¹	New Jersey.....	Mrs. W. Bechtel, Haddon- field.
Georgia.....	Mrs. J. W. Rowlett, 186 E. Pine St., Atlanta.	New Mexico.....	Mrs. John W. Wilson, Al- buquerque.
Idaho.....	Mrs. J. K. Dickie, 1117 Jeff- erson St., Boise.	New York.....	Mrs. Henry Osgood Holland, 108 Highland Ave., Buf- falo.
Illinois.....	Mrs. B. F. Langworthy, 254 Ashland Ave., River For- est.	North Carolina....	Mrs. W. N. Hutt, W. Raleigh.
Indiana.....	Mrs. Charles W. Witten- braker, 713 Blackford Ave., Evansville.	North Dakota.....	Dr. Rudolph Acher, Valley City.
Iowa.....	Mrs. A. O. Ruste, Charles City.	Ohio.....	Mrs. Willits H. Sawyer, Ar- lington, Columbus.
Kansas.....	Mrs. J. K. Codding, Lansing.	Oregon.....	Mrs. Fred G. Schilke, 1502 N. Ave., La Grande.
*Kentucky.....	Miss Lida Gardiner, Bow- ling Green.	Pennsylvania.....	Mrs. E. Q. Fothergill, 328 S. Linden Ave., Pitts- burgh.

¹ Organizer.

* No State branch.

XXX.—MOTHERS' CONGRESSES—Continued.

BRANCHES—Continued.

Name.	President.	Name.	President.
Rhode Island.....	Mrs. James Earle Cheesman, 79 Keene St., Providence.	Utah	Mrs. John E. Dooly, 506 East S. Temple St., Salt Lake City.
*South Carolina.....	Mrs. Malcolm Woods, Marion. ¹	Vermont	Mrs. E. B. Huling, Bennington.
South Dakota.....	Mrs. S. H. Scallin, 308 Fifth Ave. Mitchell.	Washington	Mrs. J. C. Todd, 501 Sheridan Ave., Tacoma.
Tennessee.....	Mrs. Eugene Crutcher, 817 Litchey Ave., Nashville.	Wisconsin	Mrs. E. Hammett, 423 Niagara St. Sheboygan.
Texas.....	Mrs. E. W. Watters, Fort Worth.	Wyoming	Mrs. B. H. Hamilton, Greyhull.

¹ Organizer.

* No State branch.

XXXI.—EDUCATIONAL PERIODICALS.

List of American educational periodicals currently received by the library of the Bureau of Education.

[List of abbreviations: bm.—bimonthly; ir.—irregular; m.—monthly; q.—quarterly; sm.—semimonthly; w.—weekly.]

- Alabama. *See* Educational Exchange.
- American Church Sunday School Magazine. 201 North Second Street, Harrisburg (Pa.). m.
- American Education. 50 State Street, Albany (N. Y.). 10 nos.
- American Journal of Care for Cripples. 3505 Broadway, New York. q.
- American Journal of School Hygiene. Worcester (Mass.). q.
- American Oxonian. Menasha (Wis.). q.
- American Penman. 30 Irving Place, New York. m.
- American Physical Education Review. Springfield (Mass.). 9 nos.
- American School. P. O. Box 134, Milwaukee. m.
- American School Board Journal. 129 Michigan Street, Milwaukee. m.
- American Schoolmaster. Ypsilanti (Mich.). 10 nos.
- American Teacher. 225 Fifth Avenue, New York. 10 nos.
- Arizona Teacher. Phoenix. 10 nos.
- Arkansas Teacher. Conway. 10 nos.
- Associate Teacher. Pierre (S. Dak.). 10 nos.
- Atlantic Educational Journal. 19 West Saratoga Street, Baltimore. 10 nos.
- Boston Teachers News-Letter. Boston. 10 nos.
- Bulletin of the Board of Education of the Methodist Episcopal Church, South. Nashville (Tenn.). q.
- Business Educator. Columbus (Ohio). 10 nos.
- California. *See* California Blue Bulletin; Modern Language Bulletin; Sierra Educational News; University of California Chronicle; Western Journal of Education.
- California Blue Bulletin. Sacramento. q.
- Catholic Educational Review. Washington (D. C.). 10 nos.
- Catholic School Journal. Milwaukee. 10 nos.
- Child Labor Bulletin, 105 East Twenty-second Street, New York. q.
- Child-Welfare Magazine. 227 South Sixth Street, Philadelphia. m.
- Chinese Students' Monthly. Ashburnham (Mass.). 8 nos.
- Christian Educator. Washington (D. C.). 10 nos.
- Christian Student. 150 Fifth Avenue, New York. q.
- Classical Journal. University of Chicago Press, Chicago. 9 nos.
- Classical Weekly. Barnard College, New York. w. from October to May.
- Colorado. *See* Colorado School Journal; Public Schools.
- Colorado School Journal. Denver. 10 nos.
- Columbia University Quarterly. New York. q.
- Community center. 1439 K Street NW., Washington (D. C.). m.
- Community forum. Ford Hall Foundation, Boston. 8 nos.
- Connecticut. *See* New Haven Teachers Journal.
- Current Education. Philadelphia. 10 nos.
- District of Columbia. *See* Catholic Educational Review; Christian Educator; Community Center; Vision; Volta Review.

- Education. 120 Boylston Street, Boston. 10 nos.
 Education Bulletin. Trenton. 10 nos.
 Educational Administration and Supervision. Warwick & York (Inc.), Baltimore. 10 nos.
 Educational Bi-Monthly. Board of Education, Chicago. bm., except August.
 Educational Conference. Whitewater (Wis.). bm.
 Educational Exchange. Birmingham (Ala.). m.
 Educational Foundations. 31-33 East Twenty-seventh Street, New York. 10 nos.
 Educational News Bulletin. Bismarck (N. Dak.). m. except July and August.
 Educational Review. Columbia University, New York. 10 nos.
 Educational Standards. Charlestown (Mass.). 10 nos.
 Educator-Journal. 403 Newton Claypool Building, Indianapolis. m.
 Elementary School Journal. University of Chicago Press, Chicago. 10 nos.
 Engineering Education. Lancaster (Pa.). 10 nos.
 English Journal. University of Chicago Press, Chicago. 10 nos.
 English Leaflet. Newtonville (Mass.). m. except July, August, and September.
 Florida Schoolroom. Dade City. 10 nos.
 General Science Quarterly. Salem (Mass.). q.
 Georgia. *See* High School Quarterly; School and Home.
 Harvard Graduates' Magazine. Boston. q.
 Hawaii Educational Review. Honolulu. 10 nos.
 High School Journal. Chapel Hill (N. C.).
 High School Quarterly. Athens (Ga.). q.
 History Teacher's Magazine. McKinley Publishing Company, Philadelphia. 10 nos.
 Home and School Guest. Stroudsburg (Pa.). q.
 Hospital School Journal. Detroit (Mich.). m.
 Illinois. *See* Classical Journal; Educational Bi-Monthly; Elementary School Journal; English Journal; Illinois Association of Teachers of English Bulletin; Illinois Teacher; Journal of the Association of Collegiate Alumnae; Journal of the National Education Association; Manual Training Magazine; Religious Education; School and Home Education; School Century; School News and Practical Educator; School Review; School Science and Mathematics; University Record.
 Illinois Association of Teachers of English Bulletin. Urbana. 8 nos.
 Illinois Teacher. Urbana. 10 nos.
 Indiana. *See* Educator-Journal; Indiana Instructor; Teacher's Journal.
 Indiana Instructor. Indianapolis. m.
 Industrial-Arts Magazine. Bruce Publishing Company, Milwaukee. m.
 Inter-Mountain Educator. Missoula (Mont.). 10 nos.
 Iowa. *See* Midland Schools; School Music.
 Johns Hopkins Alumni Magazine. Baltimore. q.
 Journal of Applied Psychology. Worcester (Mass.). q.
 Journal of Education. 6 Beacon Street, Boston. w.
 Journal of Educational Psychology. Warwick & York (Inc.), Baltimore. 10 nos.
 Journal of Experimental Psychology. Princeton (N. J.). bm.
 Journal of Geography. Madison (Wis.). 10 nos.
 Journal of Home Economics. 1211 Cathedral Street, Baltimore. m.
 Journal of the Association of Collegiate Alumnae. University of Chicago Press, Chicago. 10 nos.
 Journal of the National Education Association. University of Chicago Press, Chicago. 10 nos.
 Journal of the New York State Teachers' Association. Rochester. 8 nos.
 Kansas. *See* Kansas Journal of Education; Kansas Teacher; Teaching.
 Kansas Journal of Education. Kansas City. w. except June, July and August.
 Kansas Teacher. Topeka. m.
 Kentucky. *See* Kentucky High School Quarterly; Southern School Journal.
 Kentucky High School Quarterly. Lexington. q.
 Kindergarten and First Grade. Springfield (Mass.). 10 nos.
 Kindergarten-Primary Magazine. Manistee (Mich.). 10 nos.
 Louisiana. *See* Louisiana School Work; Teachers Forum.
 Louisiana School Work. Baton Rouge. 10 nos.
 McEvoy Magazine. Brooklyn (N. Y.). m. except July and August.
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 Maryland. *See* Atlantic Educational Journal; Educational Administration and Supervision; Johns Hopkins Alumni Magazine; Journal of Educational Psychology; Journal of Home Economics.
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 Mathematics Teacher. Lancaster (Pa.). q.

- Mental Hygiene. Concord (N. H.). q.
 Michigan. *See* American Schoolmaster; Hospital School Journal; Kindergarten-Primary Magazine; Moderator-Topics.
 Middle-West School Review. Omaha (Nebr.). m.
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 Minnesota. *See* Mind and Body; School Education.
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 Missouri. *See* Missouri Journal of Education; Missouri School Journal; Rural School Messenger.
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 Missouri School Journal. Jefferson City. 10 nos.
 Moderator-Topics. Lansing (Mich.). w. except July and August.
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 Montana. *See* Inter-Mountain Educator.
 Music Supervisors' Journal. Madison (Wis.). q.
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 Nebraska. *See* Middle-West School Review; Nebraska Teacher.
 Nebraska Teacher. Lincoln. 10 nos.
 Nevada School Journal. Carson. 10 nos.
 New Hampshire. *See* Mental Hygiene.
 New Haven Teachers Journal. New Haven (Conn.). bm.
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 New Mexico Journal of Education. Santa Fe. 10 nos.
 New York. *See* American Education; American Journal of Care for Cripples; American Penmen; American Teacher; Child Labor Bulletin; Christian Student; Classical Weekly; Columbia University Quarterly; Educational Foundations; Educational Review; Journal of the New York State Teachers' Association; McEvoy Magazine; Modern Language Journal; National Associations of Corporation Schools Bulletin; Nature-Study Review; Normal Instructor and Primary Plans; Physical Training; Playground; School; School and Society; School Bulletin; Storytellers' Magazine; Teachers College Record; Teacher's Monographs; Ungraded; Vocationalist.
 Normal Instructor and Primary Plans. Dansville (N. Y.). 10 nos.
 North Carolina. *See* High School Journal; North Carolina Education; Training School Quarterly.
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 North Dakota. *See* Educational News Bulletin; Quarterly Journal of the University of North Dakota.
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 Quarterly Journal of Public Speaking. Menasha (Wis.). q.
 Quarterly Journal of the University of North Dakota. University. q.
 Religious Education. 1030 East Fifty-fifth Street, Chicago. bm.

- Rural School Messenger. Kirksville (Mo.). 8 nos.
 School. 154 Fifth Avenue, New York. w. except August.
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 Teacher's Journal. Marion (Ind.). m.
 Teacher's Monographs. 16 Court Street, Brooklyn (N. Y.). 8 nos.
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 Tennessee. *See* Bulletin of the Board of Education of the Methodist Episcopal Church, South; Progressive Teacher; Tennessee School Record.
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 Virginia High School Bulletin. University. q.
 Virginia Journal of Education. Richmond. 10 nos.
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 Vocational Guidance Bulletin. Nutley (N. J.). 10 nos.
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 West Virginia School Journal and Educator. Charleston. m.
 Western Journal of Education. 324 Phelan Building, San Francisco. m.
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 Wisconsin. *See* American Oxonian; American School; American School Board Journal; Catholic School Journal; Educational Conference; Industrial-Arts Magazine; Journal of Geography; Monatshefte für Deutsche Sprache und Pädagogik; Music Supervisors' Journal; Quarterly Journal of Public Speaking; Western Teacher; Wisconsin Journal of Education.
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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1917, No. 44

EDUCATIONAL CONDITIONS IN ARIZONA

REPORT OF A SURVEY BY THE UNITED STATES
BUREAU OF EDUCATION



WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

BULLETIN OF THE BUREAU OF EDUCATION FOR 1917.

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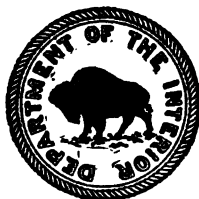
DEPARTMENT OF THE INTERIOR
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BUREAU OF EDUCATION

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GOVERNMENT PRINTING OFFICE
1918

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, October 10, 1917.

SIR: I am transmitting herewith report of a survey of the schools of the State of Arizona, made under my direction at the request of the State Department of Education of Arizona, as set forth in the preface to the report. I recommend that this report be published as a bulletin of the Bureau of Education, for distribution among school officers and citizens of the State of Arizona and among students of education throughout the country.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.



PREFACE.

At a meeting of the Arizona School Officials' Association held in April, 1915, a resolution was passed instructing the president of the association to appoint a committee to arrange for an educational survey of the State. President Rufus B. von KleinSmid, of the State university, was then president of the association. In accordance with these instructions he appointed a committee composed of the following: A. O. Neal, professor of school administration at the State university, chairman; I Colodny, editor of the Arizona Teacher; Supts. G. C. Cornelius, of Winslow; W. P. Bland, of Globe; and C. F. Philbrook of Bisbee; H. H. Foster, assistant professor of philosophy and education, of the State university; and C. O. Case, State superintendent of public instruction. The committee, through its chairman and secretary, corresponded with the Commissioner of Education, requesting that the Bureau of Education make the survey. In December, 1915, the State superintendent of public instruction, on behalf of the State department of education, officially requested the Bureau of Education to undertake the work. Arrangements were completed and the actual survey begun in the fall of 1916.

The Commissioner of Education assigned to this work Mr. A. C. Monahan, specialist in rural school administration, under whose direction most of the work was done and the report prepared; Mr. J. C. Muerman, specialist in rural education; Mrs. Katherine M. Cook, specialist in rural education; Mr. W. S. Deffenbaugh, specialist in school administration, and Dr. F. B. Dresslar, specialist in school sanitation and hygiene. These five members of the bureau staff spent in the State time equivalent to that of one person for approximately 30 weeks. They visited schools in 12 of the 14 counties, and in 22 of the 24 cities employing city superintendents. Visits of from 20 minutes to an hour were made to about 200 city school-teachers, and at least 100 visits of the same length were made to rural school-teachers. In addition a large number of visits were made to other schools for the purpose of investigating general conditions—the location of buildings, sites, grounds, equipment, etc. The equivalent of two weeks' time was spent by one member of the staff in the office of the State department of education making a thorough examination of its records and reports, financial accounts, and general methods of conducting business.

In addition to this work, J. C. Muerman, representing the bureau, spent several weeks in Arizona the previous year in visiting schools in three counties.

The survey of the two State normal schools was made by Mr. H. W. Foght, of the bureau staff, who spent three weeks at Flagstaff and Tempe. Visits were made also to both normal schools by at least two other members of the bureau staff. The survey of the State

university was made by Dr. Samuel P. Capen, specialist in higher education of the bureau, assisted by President Livingston Farrand, of the University of Colorado.

Several months were spent by members of the survey staff in studying official reports of State and county school officers, records of the State treasurer, State board of control, county treasurers, and other State and local officials. Questionnaires were sent to all teachers in the State for personal data relative to their education, training, experience, salary, etc. Returns were received from approximately 81 per cent. Approximately the same proportion of returns was received from a questionnaire sent to officials concerning the condition of school buildings. Several hundred photographs of school buildings were taken by members of the bureau staff or collected from the school authorities.

Much information was obtained from returns received from a general letter sent to over 500 prominent persons in the State engaged in various occupations. Their names were taken from the State directory. They were asked to express their opinions relative to the strength and weaknesses of the schools. A large number responded, and their opinions were given due consideration in the preparation of the report. All teachers and superintendents in the State were also invited to express their opinions frankly and freely, with the assurance that whatever they might submit would be treated impersonally. A large amount of very valuable information was obtained from them.

In addition to the above, valuable information was obtained from State Supt. C. O. Case, who extended to the members of the bureau staff every possible courtesy and assistance in the survey; also from President Rufus B. von KleinSmid, of the State university; A. O. Neal, then State inspector of high schools for the university; H. H. Foster, assistant professor of philosophy and education; I. Colodny; and other members of the university faculty.

Ex-State Supt. Robert L. Long, who was living in Washington during the fall of 1916 and winter of 1917 while the report was undergoing preparation, was called into frequent consultation and gave valuable suggestions.

The part of this report included in Chapter II, sections 1 to 3, inclusive, was completed early in January, 1917. Mimeograph copies were made of it and also of the bureau's recommendations given on pages 158 to 163, inclusive. These copies were sent to all State officers, including members of the State legislature, to all school superintendents and boards of education, and to others interested in educational work. Copies were sent also to all of the prominent newspapers of the State. This was done at the request of the committee, so that the information would be available for the State legislature.

EDUCATIONAL CONDITIONS IN ARIZONA.

Chapter I.

THE STATE OF ARIZONA AND ITS EDUCATIONAL SYSTEM.

Section 1.—THE STATE OF ARIZONA.

Arizona was organized as a Territory in 1863 and became a State February 14, 1912. It is fifth in size among the States of the Union and forty-sixth in population. It has an area of 113,810 square miles, or approximately 72,838,000 acres. In 1910, according to the Federal census, 1.7 per cent of the total area was in farms, but only four-tenths of 1 per cent was in improved farm land. There has been a marked increase in both since that time. In 1910, 320,000 acres were irrigated, but projects were under way which were capable of furnishing water for 950,000 acres. Most of them are now completed. Farming, in the irrigated valleys, and stockraising are important industries. The State is rich in minerals, especially copper. Mining is the most important industry. The altitude varies from 250 feet above sea level in the southwest to from 4,000 to 8,000 feet on the high plateau in the north, with mountain peaks over 12,000 feet in height. The climate is varied. In the southwest it is semitropical, with mild, warm winters and long hot summers. The rainfall is from 1 to 10 inches. This portion raises citrus, figs, oranges, nuts, and other products peculiar to semitropical regions. In the north the winters are severe and the summers cool and pleasant; cattle and sheep raising being the principal industry. Large areas in this section are included in the National Forest Reserve.

(A) POPULATION.

The State is sparsely settled. The population, however, is increasing very rapidly; the percentage of increase from 1900 to 1910 was three times as large as that for the United States as a whole, and was exceeded by only five other States in the Union. The school population increased approximately 22.5 per cent from 1910 to 1916. It is probable that the total population increased in about the same ratio.

TABLE 1.—*Increase in population.*

Year.	Popu- lation.	Per cent increase.	Per cent of in- crease for United States.	Per cent of population.			
				Urban. ¹		Rural.	
				United States.	Arizona.	United States.	Arizona.
1870.....	9,658						
1880.....	40,440	318.7	30.1	29.5	17.3	70.5	82.7
1890.....	² 88,243	118.2	28.5	36.1	9.4	63.9	90.6
1900.....	³ 122,931	39.3	20.7	40.5	15.9	59.5	84.1
1910.....	⁴ 204,354	66.2	21.0	46.3	31.0	53.7	69.0

¹ Population in cities and other incorporated places of 2,500 or over.² 34 per cent are Indians.³ 21.5 per cent are Indians.⁴ 14.3 per cent are Indians.

In 1910 there were nine cities having a population of 2,500 or over. Only two of them—Phoenix and Tucson—had over 10,000 inhabitants. There were in addition 13 incorporated cities and towns of less than 2,500 having a total population of 16,406. There were also 36 towns and villages not incorporated, with a population of 13,361, or 6.5 per cent of the total. These cities, towns, and villages contained 46 per cent of the total population of the State in 1910, and 54 per cent lived in the open country. The bulk of the open-country population is in the Salt River Valley, near Phoenix, on the dry farms of Cochise County, and in the Yuma Valley.

The large per cent of population in small cities and in towns and villages, and the fact that most of the open-country population is in a few restricted areas, make it easier to maintain schools for all the children than it is in some other new States in which the population is spread more evenly over large areas.

(B) RACIAL COMPOSITION OF THE POPULATION.

Arizona is populated largely by persons who have migrated from other States and countries. Only 24 per cent of the white population were born in the State. Of the total population 40 per cent are native whites of native parentage,¹ 21 per cent native whites of foreign or mixed parentage, 23 per cent foreign-born whites, and 14 per cent Indians. There is a slightly higher percentage of native whites of native parentage in the urban than in the rural population. Of the foreign born nearly 63 per cent are Mexican; 7.5 per cent English; 19 per cent German, Austrian, Italian, and Irish in almost equal portion; and 11 per cent are from all other countries. Of the total white stock of foreign origin, 57.4 per cent are Mexican.² The high percentage has probably been increased in the last five years by

¹ By "native" is meant born in the United States.² These data are from the 1910 census.

the unsettled conditions in Mexico and the intense activity in copper mining in Arizona. The demand for laborers in the mines and smelters has brought into the State a large number of Mexicans, whose tendency is to segregate more or less into colonies and continue to follow their own customs and speak their own language. Arizona has a unique and difficult problem in providing for the Americanization of these Mexicans and for the education of their children.

(C) SCHOOL ATTENDANCE AND ILLITERACY.

The percentage of illiteracy as compared with the United States as a whole is very high. This, as well as the fact that it is far higher in rural than in urban communities, is shown in the accompanying table. That this condition is not entirely due to a lack of schools in Arizona or to the character of the work done by the schools is indicated by the fact that the rate among foreigners (31.5 per cent) is far higher than among natives. However, the percentage of illiteracy among persons between 10 and 20 years (18) is four times as high as for the United States as a whole and indicates that Arizona schools are not reaching all children as they should.

TABLE 2.—*Illiterates 10 years of age and over.*

	Total.	Urban.	Rural.	United States.
Total.....	20.9	9.9	26.1	7.7
Native whites.....	4.2	2.6	5.1	3.0
Of native parentage.....	2.3	1.0	2.9	3.7
Of foreign or mixed parentage.....	8.4	5.5	10.3	1.1
Foreign-born.....	31.5	22.4	36.7	12.7

Illiterates 10 to 20 years of age: For Arizona, 18 per cent; United States, 4.5 per cent.

TABLE 3.—*Percentages of children of specified ages in Arizona reported as enrolled in school in 1910.*

Ages. ¹	United States.	Arizona.		
		All children.	Urban children.	Rural children.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
6-9.....	73.5	56.2		
10-14.....	88.2	77.6		
6-14.....	81.4	67.2	76.9	63.4
15-17.....	51.2	50.9		
18-20.....	15.2	13.0		
15-20.....	32.9	30.8	30.0	31.0
6-20.....	62.0	53.4		

¹ Inclusive.

The figures given in Table 3 show that the per cent of children of all school ages enrolled in school in 1910 was much smaller in Arizona than in the country as a whole. It was less than for any other State in the mountain group. The high rate of illiteracy and the low rate of school attendance are due chiefly to the presence of the large Mexican population, native and foreign-born. The adaptation of the schools to the needs of these people, both children and adults, and inducing them to take advantage of the opportunities offered, constitute a very important and difficult part of the problem of education in Arizona. Up to the present time few night schools and no vocational schools have been established.

(D) INDUSTRIES.

Arizona is very rich in mineral deposits, particularly in copper, gold, and silver. Mining is therefore the most important industry. Over 18,000 persons, equal to nearly 25 per cent of the adult males in the State, were engaged in the mining industries in 1910, while only about 7,000 were engaged in manufacturing. The value of the output of minerals even of copper alone is far in excess of that of any other industry. The manufacturing and mining industries are closely related. The smelting and refining of copper is the largest single manufacturing industry in the State and reported 81.7 per cent of the total value of manufactured products in 1909. It is also the most important from the standpoint of the number of persons employed. Railroad construction and repair shops are second in importance.

Agriculture is the most stable of the important industries, since those engaged in it are most apt to establish permanent homes. In 1910 but 1.7 per cent of the entire area was in farms, of which 52.5 per cent were irrigated. Only 9.3 per cent of the total number of farms were operated by tenants and but 12 per cent were mortgaged. The farm population therefore is made up largely of owners, the average value of whose farms is \$8,142. It is socially and economically of a relatively high class, able to pay for educational advantages and to use them freely. This is probably not equally true of the portion of the population engaged in mining, which is less settled and includes a higher percentage of foreigners.

Since 1910 large tracts of land have been brought under irrigation and cultivation, particularly under the Salt River and Laguna projects. The value of farm products and the number of people engaged in agriculture have materially increased. Cotton and citrus fruits are being raised successfully under these projects, and continued growth of the agricultural industries may be expected. The industrial situation as it is, and probably will continue to be for the

immediate future, indicates that people will not be concentrated in large cities to any great extent but will be grouped in small towns and villages and on the farms. Stockraising will doubtless continue an important industry, and some of the schools in the regions devoted to it must be small and isolated.

Section 2.—HISTORY OF EDUCATION IN ARIZONA.¹

(Digest from *Establishment of the Arizona School System*, by Samuel Pressly McCrea, A. M.)

The very early educational history of Arizona is marked only by the establishment of mission schools, about the year 1687, for the purpose of teaching both religion and secular knowledge. After the abandonment of the missions in 1828, and up to the time of the Gadsden purchase in 1853, ignorance and savagery held sway. Not until the Territory had established a capital and a legislative body did the subject of education again receive attention. The early Territorial history is marked by the prolonged struggle between the Indians and hardy pioneers, and there were few serious attempts at permanent settlement.

The educational history of the Territory forms five rather distinct periods of progress, the first beginning with the organization of the Territory in 1864.

(A) FIRST PERIOD, 1864–1869.

A few private schools were established during this period, but the time had not yet arrived for public schools. The period was marked by continued fighting with the Apaches, in which the settlers were almost without military aid, since the United States forces were engaged in the Civil War. Mining and freighting were the only industries pursued by the whites, but farming was done by the Pima and Maricopa Indians on the rich lands of their reservations on the Gila River and near the old town of Tucson. The first governor in his first message to the assembly which met in September, 1864, expressed the belief that an effort should be made to establish common and high schools and a university, and that part of the funds raised by taxation should be devoted to schools. The joint committee on education of the two houses considered the matter carefully and reported that the limited population and the unsettled condition of the Territory did not justify the cost of a school system. However, they approved the governor's suggestion that \$250 be granted the San Xavier Mission School "as a fitting compliment to the first school in Arizona," and they added the recommendation

¹ A more complete history of education in Arizona is published in a bulletin of the Bureau of Education for 1918.

that \$250 be granted the county-seat towns of the four counties and \$500 to Tucson, provided that these towns raise an equal amount before the State money became available. These provisions were enacted into law, but the towns failed to take advantage of them. The assembly also adopted a law which provided for founding a university and for creating a university and common-school fund to be derived from the proceeds of public-land sales.

Further legislation enacted during the period provided that boards of supervisors could establish schools in settlements of 100 people upon petition and could levy a tax of not more than one-half of 1 per cent upon the district for their support. The administration of this law rested upon the board of supervisors and the county superintendent, who was to be elected by the people, but whose compensation should be fixed by the board of supervisors. Nothing was accomplished by these laws, although a school conducted at Tucson for six months in 1869 has been classed by some authorities as a public school. Fifty-five Mexican boys were enrolled.

(B) THE SECOND PERIOD, 1869-1877.

This period is of marked educational significance. The Hon. Anson P. Safford was confirmed as governor in April, 1869, and served throughout the period. He devoted his energies to an attempt to solve the educational problem for Arizona and is known as the "father of the public school system." Under his leadership an effective law was adopted; revenues were accumulated for schools; books and teachers were found; buildings were leased or built; and schools set in operation in every community of any size. During this period Gen. Crook succeeded in subduing the Apaches and trained them in the peaceful art of farming. Railroads came nearer, and immigration began in earnest. Agriculture and stock raising became profitable, the population more stable, and better industrial conditions led to greater willingness to provide revenue for schools. The two chief communities built commodious school buildings by popular subscription. Gov. Safford, by personal influence and the promise of high salaries and long terms, induced trained teachers to come into the Territory to fill the positions.

Gov. Safford's educational policies.—Gov. Safford, like the preceding governors, was ex officio superintendent of schools. He believed education was second in importance only to the all-absorbing Indian question. Through his influence and untiring efforts the school laws of 1871, 1873, and 1875 were enacted. The law of 1871 placed much power in the hands of the governor as ex officio superintendent of of public instruction and provided a Territorial and county tax and an ex officio board of education. It also provided for a uniform series

of textbooks. The State superintendent was empowered by the law to appoint probate judges who were ex officio county superintendents and had general control of school affairs in the counties. The governor received \$500 as superintendent of public instruction for actual traveling expenses while consulting with school officers and lecturing on education.

After the adjournment of the assembly the governor entered upon a wonderful educational crusade. The first year was devoted to arousing interest and collecting funds for school purposes. The first school was established under the new law in Tucson in March, 1871. It enrolled 138 boys, most of whom were Mexicans. Gov. Safford donated the books. So great was the interest aroused in education by the governor's campaign, assisted by the probate judges whom he selected with a view to helping in this work, that before the assembly of 1873 convened, sentiment had grown very strong and members came to the assembly generally instructed to do everything in their power to strengthen the school system. The law of 1873, however, did not follow out the governor's suggestions entirely, and while resulting in increased Territorial and county taxation, repealed the section which provided for the apportionment of Territorial money on attendance basis and made no provision for the traveling expenses of the ex officio State superintendent during the biennium.

During 1873 Gov. Safford succeeded in bringing the first experienced teachers into the Territory. Two women came at his invitation from California, and after a dangerous journey across the plains they opened school in Tucson. The governor also brought Moses Sherman, a trained teacher from Vermont, to act as principal of the public school in Prescott. Schools were also maintained in Safford, Florence, Ehrenberg, Yuman, and Phoenix. During this year also the first statistical report was made to the United States Commissioner of Education.

With the convening of the legislature in 1875 Gov. Safford prepared to urge the enactment of a new law to remedy the defects which during his four years of administration of the schools he had found most serious. His most important recommendations concerned the enactment of laws for compulsory attendance, for uniform textbooks, and for the distribution of funds on an attendance basis. All of these were effected, and the \$1,000 expense fund of the State superintendent for the biennium was restored.

General conditions influencing educational growth.—The remaining years of the period of Gov. Safford's administration were characterized by rapid increase in population and wealth and consequent growth of schools. The discovery of rich mines brought many prospectors with their families. Stockmen brought in large herds of

sheep and cattle; important stage lines; transportation and telegraph lines connected the Territory with California on the west and with New Mexico on the east. The population increased from 10,000 to 30,000 in the two years preceding 1876. Farming received a strong impetus because of the establishment of Mormon colonies and the introduction of irrigation. The population began to lose its nomadic character and to take on steady and settled habits. The people seemed more and more willing to spend money for the education of their children.

The ninth assembly and Gov. Safford's term closed an era in the history of the Territory. The capital, after being 10 years in Tucson, was removed to Prescott, owing largely to the rapid growth of the northern part of the Territory. The number of Americans was constantly increasing, and 1877 practically marks the end of Mexican representatives in the assembly. At the close of this period the governor could point to a score of teachers employed and as many school-rooms erected by voluntary contributions of the people. Since 1871 more than \$120,000 had been raised for school purposes and the Territory was free from debt. Through the public schools Gov. Safford began the work of making good Americans out of some very unpromising material.

In April, 1877, J. P. Hoyt became acting governor. Gov. Hoyt's interests were elsewhere than in the schools, and his report, made to the Commissioner of Education in 1877, shows marked deterioration in many particulars.

(C) THIRD PERIOD, 1878-1884.

In the beginning of the third period the educational work was delegated to a superintendent of public instruction. The office was held during this period by the two pioneer principals—Sherman, of Prescott, and Horton, of Tucson. Conditions became constantly more and more favorable to settled life for the people. Immigration was increasing, and the majority of the inhabitants were beginning to think of Arizona as a permanent home. Industrial conditions had never been so promising. Rich mines were found, and large bodies of land were brought into cultivation. Great railroads crossed the Territory through the north and south, and new towns sprang into existence. The markets furnished for Arizona products by these roads assured the permanent prosperity of the Territory.

The progress of education during the period closely paralleled the material development of the Territory. In June, 1878, John C. Fremont was confirmed as governor of Arizona. He had neither time nor inclination to continue the work of an educational leader

so ably begun by Gov. Safford, and delegated his duties as ex officio superintendent to M. H. Sherman, principal of the Prescott schools.

Law of 1879.—The necessity for more school revenue was made apparent by the short term of school held during 1878, and the assembly in 1879 enacted a new school law. The board of supervisors were required to levy a school tax of not less than 50 cents nor more than 80 cents on each \$100 of taxable property. The position of State superintendent of public instruction was created and the governor was authorized to appoint a temporary superintendent, but the office became elective in 1880. No educational qualifications were required; the salary was \$1,000, which was double that paid the Territorial auditor or treasurer. The law also provided for the issue of certificates without examination to qualified teachers from other States; in this way it was hoped a greater number of trained teachers would be secured. The office of probate judge was made elective in 1880 and thereafter. For the additional ex officio duties of the county superintendent the judges received a compensation of \$250, but no change of duties was required; these remained largely clerical. The assembly visited Prof. Sherman's school, and immediately after the council confirmed his appointment as superintendent of public instruction.

During 1879 and 1880 Phoenix and Prescott improved their school buildings, bringing up the total cost of school buildings in these towns to nearly \$50,000. The shortness of the terms in many schools interfered with their usefulness. The terms seldom exceeded 100 days, were as low as 40 in the country schools, and varied from 150 to 200 days in the towns. The superintendent reports that lack of funds in the rural districts and too frequent changes of teachers and of county superintendents were the greatest obstacles in the way of progress of the public schools. Toward the close of 1880 Mr. Sherman was elected by the people for another term as State superintendent of public instruction.

The legislature of 1881.—When the assembly met in 1881 the message of the governor was silent on the question of education. During the session the salaries of the ex officio county superintendents were raised in amounts varying from \$250 to \$1,000. That of the State superintendent was advanced to \$2,000.

Many States were benefiting by land endowments for their universities, and Arizona was anxious to share in the bounty. The legislature therefore called on Congress to grant four townships of land to Arizona for the endowment of a Territorial university. Supt. Sherman's most notable service to education was his selection of the two townships donated by the Congress of the United States; some very valuable timber lands were located.

In 1881 the Territorial board of education adopted uniform textbooks. The laws upon the subject appear not to have been enforced. This facilitated the work of the teachers and added to the progress of the pupils. Arizona apparently has always been committed to the plan of uniform textbooks for the State. It is still in operation. In the fall of 1882, before the completion of his third term, Supt. Sherman retired and was placed in command of the Territorial militia to suppress the Apaches, who were making renewed outbreaks. Principal W. B. Horton, of the Tucson public schools, was elected superintendent of public instruction and gave to the conduct of the office all of his time and energy.

School law of 1883.—At the legislative session of 1883 the school law of 1879 was amended through the efforts of Supt. Horton. Among the important additions were those relating to teachers' institutes, the extension to women of the right to vote for school trustees, the creation of new districts on petition of five taxpayers, a plan for providing school libraries, a provision that textbooks should not be adopted without due advertising for bids, the creation of a Territorial school fund from escheated estate lands or profits of lands or tenements held as escheats, and the increase of the county funds by fines, forfeitures, and gambling licenses. Another important feature was the allowance of \$500 to the State superintendent for traveling expenses and a provision requiring him to visit each county in the Territory for the purpose of examining schools and consulting with school officials.

Supt. Horton's administration.—Under Supt. Horton the first complete reports were made to the United States Bureau of Education. From 1884 progress was rapid. More children were enrolled, attendance was increased, more and better qualified teachers were employed, the buildings were improved, and the schools were liberally supported. So many teachers were attracted by higher salaries and the opportunities of a new country that the standard of scholarship required for certification was raised throughout the Territory. There was a growing disposition on the part of trustees to secure well-qualified teachers and to build attractive and comfortable school buildings.

Supt. Horton was very active in visiting and inspecting the schools of Arizona. He recommended that competent county superintendents be employed full time. He advocated the payment of expenses of teachers to attend institutes, which so far had not been held because of the difficulty of overcoming distances and expense. He was far-sighted in school interests beyond the appreciation of the people. Their earnestness and zeal, however, impressed him deeply and induced him to devote himself tirelessly to his work.

(D) FOURTH PERIOD, 1885-1888.

By 1885 the school system of Arizona was ready to begin development along broader lines. There were nearly 10,000 children in the Territory, of whom about one-third were in regular attendance. There were now in Arizona 123 schools, with 143 teachers, and school property valued at \$153,000. With this equipment and the experience derived from 14 years' efforts to found schools, it seemed that the time had come to mold the school law into more permanent form and to add to the school system higher institutions of learning. The Territory was not lacking in financial ability to take a step forward in education, and it had a population of nearly 50,000. Besides the two great railroads binding it to the East and West, a branch road linked it to the Gulf of California. Mining, farming, and stock raising were all making great progress, and the Territory enjoyed a degree of prosperity far greater than that of the country as a whole. Under such conditions the assembly convened in 1885. In work for education, no other assembly bears comparison with it except that of 1881, which brought the school system into existence and gave it definite form.

The governor's message.—Gov. Tritle, in his final message, joined in the recommendations of the retiring superintendent for (1) the separation of the office of county superintendent from that of probate judge; (2) limiting the power of school trustees, and their selection at a separate election; and (3) an improvement in the manner of levying county school taxes by boards of supervisors. The governor asserted that the question of the disposition of the school and university lands was of prime importance. He set forth the location of the 72 sections of university lands made in 1882, pointed out losses sustained by the entry of settlers through failure of the General Land Office to notify the local land offices of selections made, and the necessity of replacing these before available lands were taken up or denuded of their timber. He recommended the designation of the superintendent of public instruction as university land agent, and asked an appropriation to cover the expenses of inspecting public lands and taking such steps as would be found necessary for their preservation. He was undecided as to the propriety of creating a university and left the matter to the assembly. He asked that Congress be memorialized to permit the Territory to sell its school lands. To most of these recommendations regarding the public lands the assembly readily responded.

The assembly of 1885.—During the session of 1885 the school law was again subjected to revision. It was not possible to effect the separation of the office of county superintendent from that of probate judge, but that officer was required to visit each school in his

county once a year, and the compensation was fixed at from \$300 to \$600; an allowance was made in addition for postage and expressage. Separate elections were required for school trustees and their powers were somewhat curtailed. The estimate of the county superintendent was made the basis of the county school tax, and the maximum was fixed at 75 cents on each \$100. This idea is one of the excellent policies urged by the early State school officials and it still survives in Arizona.

In order to raise the standard of scholarship among teachers and to attract superior teachers, a Territorial board of examiners was created to supervise the several county boards in the issuance of certificates. Credentials upon which certificates were issued and the branches upon which teachers were examined were definitely fixed by law. Such matters had been left too largely to local boards of examiners in the past. The Territorial school tax was reduced from 30 cents to 3 cents on each \$100. It was felt that the counties should bear more of the school burdens and that district taxes might be utilized to lengthen the term. The idea of large taxing units is another school policy advocated early in the State's history which still survives. The old provisions against sectarian teaching were reenacted, and instruction in citizenship was required. During the session the governor by special message denied the right of the legislative body to provide for the election of the State superintendent of public instruction, but as no court decision had been made on the matter the governor solved the difficulty by appointing Robert L. Long superintendent of public instruction for the term of two years, a position to which he had been chosen by a vote of the people of the Territory. The council confirmed the appointment, and the assembly amended the law to meet the governor's views.

Though the new school law was of great value, the acts creating the university and the normal school were of equal importance. These institutions were not created as the result of a popular demand alone, but were rather of a legislative combination. The Prescott people were anxious to retain the capital, and Phoenix and Tucson also wanted it. To satisfy all parties it was agreed that Prescott retain the capital, that Tucson become the seat of the university, and that Tempe, near Phoenix, be chosen as the location of the normal school.

In framing the law creating a normal school, the legislators were evidently in doubt as to the exact nature of the institution. It had features of a normal school and of an agricultural college. The offer by the Tempe people of a site was accepted and the assembly provided that the section of school land lying within the limits of the town, "the best in the Territory," should be set aside "to be used as a farm for said normal school." Five thousand dollars was ap-

propriated for a building, and \$3,500 for the support of the school during the years 1885 and 1886. An annual tax of 2½ cents on \$100 of assessed valuation provided for maintenance in the future. The school was also endowed with 20 sections of school land belonging to the State of Arizona, selected from unappropriated land in the Salt River Valley. The building was completed and school opened in February, 1886, with 33 pupils in attendance.

The work of Supt. Long.—The new State superintendent of public instruction, Robert Long, had been principal of public schools in Phoenix and served as probate judge and county superintendent in Gila County. The county superintendents and the new territorial board of examiners were appointed by the State superintendent, and through them and the Territorial board of education Supt. Long was able to accomplish much for the schools. The rules for certification were radically changed and higher standards were imposed. No Territorial diplomas were granted during Supt. Long's term and many old ones were revoked. A uniform course of study was prepared and adopted for the Territory. The elementary course covered a period of seven years, the advanced course a period of two years for the schools in the large towns, which were making an effort to begin high-school work. This arrangement for including advanced grades still survives in Arizona in 1916. No changes were made in textbooks except by the addition of several books on physiology, to meet the congressional requirements for teaching the evil effects of alcohol and narcotics. During 1885 and 1886, 21 new districts were organized and 31 schoolhouses were built, and there were many more school libraries. But the school term was shortened nearly 20 days. The quality of teachers was very much improved. The number of teachers holding first-grade certificates in 1886 was 61 more than were needed in grammar schools. About half of the primary schools were in charge of scholarly teachers.

The new provisions for revenue were not as successful as had been expected. Some boards of supervisors disregarded the county superintendent's estimate and made the minimum levy; in other cases the superintendents failed to make the estimate or made an erroneous one. To prevent the recurrence of this condition, Supt. Long recommended that the minimum county tax be increased by 10 cents on each \$100. However, the money during these years was carefully expended, and instruction was provided for 1,100 additional pupils. Supt. Long visited each county one or more times during each year of his administration.

Administration of Supt. Strauss.—At the close of one term Mr. Long retired, and Charles M. Strauss was appointed superintendent of public instruction in 1877. Mr. Strauss was not a teacher, as all

the former superintendents had been, but he was a man of ability and took interest in his duties.

The new school law of 1887.—A general revision of all the laws was recommended by the governor. The assembly agreed and the governor appointed a commission of the ablest lawyers in the Territory for this work. In the main the school law of 1885 was re-enacted with some good and a few objectionable changes. One of the best provisions was for the election of but one of the district trustees each year, and a term of three years, giving some continuity to the board of trustees. All efforts to provide supervision, either by the Territory or by counties, were abandoned. An attempt was made to abolish the office of State superintendent of public instruction, and the compromise by which it was retained, stripped of all office and travel allowance, cut off every possibility of effective supervision. By the provisions of this law *ex officio* county superintendents were no longer required to visit schools, and their compensation was fixed at \$400 per year. A maximum salary for teachers was fixed at \$125 per month for those holding first grade and \$90 for those holding second grade certificates. The effect of these laws was to give State and county superintendents consideration as clerical officers only.

After the adjournment of the legislature in 1887 the new board of education, none of whom were teachers, proceeded to amend the rules and regulations for the government of the schools, not always for the best. A rule practically abolishing corporal punishment was adopted, and the course of study was dropped from the requirements. Not until 1899 was another prepared.

In July of this year (1887) the first train reached Phoenix over a branch of the Southern Pacific Railroad. This opened up the center of the Territory to settlement at a rate never before possible. The next assembly removed the capital to that place, where it is likely to be permanently located. In 1887 also the first class graduated from the Territorial normal school at Tempe. The school has since made a large place for itself in the educational work of the Territory. It has been liberally supported and its funds have been carefully expended. The standards have been raised, a commodious building erected, and its popularity and usefulness increased.

(E) FIFTH PERIOD—1889 TO STATEHOOD (1912).

From the close of the preceding period to the admission of Arizona as a State the educational system underwent a gradual evolution. The reports of the superintendents in some instances advocated reforms which were in advance of administrative practice in Arizona and many other States. For example, the State superintendent in

his report of 1894-95 recommends the requirement of educational qualifications for county school superintendents and the consolidation of small school districts when feasible. He mentions with regret the inability of school directors to keep accurate accounts, and deplores their general unfitness properly to conduct the duties of their offices. To remedy this and to increase the efficiency of the schools he advocates a more centralized county school system. This was many years in advance of the general agitation for the county unit system which later swept over the country.

State department.—During this period also the offices of State superintendent of public instruction and county superintendent of schools gained in educational opportunity and ability to assume responsibility which, though legally given, had hitherto remained dormant. In this evolution there were frequent backward steps. In 1901 the salary of the State superintendent was raised from \$1,200 per year, from which the State superintendent paid office rent, to \$1,800, and again in 1907 to \$2,000, with office room furnished at the capitol building. The law, however, did not require visits to the public schools in the different counties but "communication by mail" with the county superintendents; no traveling allowance was provided. In September of 1899 a course of study for all the public schools in the State was prepared, and 1,500 copies were distributed among the schools. Mr. Robert L. Long, whose first successful administration as State superintendent has been discussed, again assumed the office and served from 1906 to 1909.

The following gives the names, manner of selection, and terms of the several State superintendents. It will be noted that Mr. Long was superintendent three different times and served altogether 10 years.

State superintendents of education.

Name.	Appointed or elected.	Term.
M. H. Sherman	Appointed by governor	1879-1881
M. H. Sherman	Elected by popular vote.....	1881-1883
W. B. Horton	do.....	1883-1885
Robt. L. Long	do.....	1885-1887
Chas. M. Strauss	Appointed by governor	1887-1889
Geo. W. Cheyney	do.....	1889-1893
F. J. Netherlon	do.....	1893-1896
T. E. Dalton	do.....	1896-1897
A. P. Shewman	do.....	1897-1899
Robt. L. Long	do.....	1899-1902
N. G. Layton	do.....	1902-1906
Robt. L. Long	do.....	1906-1909
Kirke T. Moore	do.....	1909-1912
C. O. Case	Elected by popular vote.....	1912 to date.

The county.—In the meantime county-school systems were assuming more definite shape. In March, 1897, the legislature provided for the separation of the office of county superintendent of schools in counties of the first class (those with property valuation of at

least \$3,000,000). Under the provisions of this act four counties—Maricopa, Yavapai, Pima, and Cochise—elected county superintendents for a period of two years at an annual salary of \$1,000. These county superintendents at first paid their own traveling expenses, and one State superintendent reports that these expenses were so heavy as to leave but \$250 annual salary for the county superintendent; later an allowance of \$150 for traveling was provided by the legislature, and in 1907 the maximum was raised to \$250. County superintendents were required to visit each school in the county at least twice a year. Ten dollars was deducted from the salary for each school not so visited. In 1909 the salary of the probate judge and ex officio school superintendent in counties of the second class was fixed at \$1,200, in addition to legal fees. In counties of the third, fourth, fifth, and sixth classes this officer was allowed a salary of \$300 as county school superintendent, and in addition thereto, as probate judge, he received fees and such salary as might be fixed by the board of supervisors, not less than \$300 nor more than \$600. (Ch. 19, Session Acts of 1909, p. 40.) These provisions remained in effect until statehood, when the office of county superintendent was made independent in all counties, and salaries were raised.

The present system of apportionment evolved during this period. There was a continued tendency to increase the burden of support assumed by the State and county. The interests of small districts, though not so well cared for as under the law passed in 1912, received constantly growing consideration, though the amount varied at different times throughout the period.

General conditions.—A new normal school, known as the Northern Arizona Normal School, was established at Flagstaff in 1899. The rapid growth of this and other higher institutions of learning, both in numbers and effectiveness, is treated elsewhere in this report. With statehood in 1912 a revised school law, substantially the same as at present and embodying the principles later outlined in this section, was passed by the legislature. The growth of educational ideals and provisions for accomplishing them is treated at length in the various sections of this report.

Section 3.—THE EDUCATIONAL SYSTEM.

The constitution of Arizona provides that the State shall establish and maintain a system of public schools which shall be free to all children in the State. The general conduct and supervision of the schools shall be vested in a State board of education, a State superintendent of public instruction, county superintendents, and governing boards of such State institutions as shall be provided by law.

(A) STATE BOARDS.

The State board of education is composed of the following: The governor, the superintendent of public instruction, the president of the university, and the principals of the normal schools, as ex-officio members; and a city superintendent of schools, the principal of a high school, and a county superintendent of schools to be appointed by the governor. The members serve without pay, but are allowed necessary expenses. The State superintendent is secretary and calls the meetings of the board. The powers of the board are limited, and its duties general and unimportant aside from prescribing and enforcing the use of a uniform series of textbooks and course of study for the common schools of the State.

There is a State board of examiners, composed of the superintendent of public instruction and two competent persons appointed by him. This board examines candidates and grants all certificates except life certificates. Those certificates are issued by the State board of education on the recommendation of the board of examiners.

There is also a State board in charge of each of the two State normal schools, and there is a board of regents of the State university.

(B) STATE AND COUNTY SCHOOL OFFICERS.

The State superintendent.—The State superintendent of public instruction is elected biennially at the general election. No qualifications are prescribed. His duties are defined by law and are of a general nature. Among them may be mentioned the "supervision of all public schools of the State," the apportionment of the State fund among the counties, preparation of a biennial report, distribution of the school law, preparation and distribution of blank forms for school boards. The superintendent has an office in the capitol and has a deputy and two clerks. The salary is \$3,000 per year. The State superintendent is ex officio a member of the governing board of all the institutions for higher education in the State, and a member of the State board of examiners. He receives \$300 additional salary for services on this board.

County superintendent.—In each county there is a county superintendent of schools, who has general supervision over the schools of the county outside of cities with special superintendents, and keeps the financial accounts for all districts. The amount of money supplied by the county is fixed by the county superintendent and the county board of supervisors, based on the budgets of the boards of trustees of the several districts. The county superintendent apportions the funds. In matters of a strictly educational nature the county superintendent has not sufficient authority to formulate a policy for the county system. His powers and duties, like those of the State superintendent, are general and relatively unimportant.

In addition to the duties mentioned, he presides over teachers' institutes, conducts examinations in accordance with the regulations of the State board, distributes forms and reports, provides for and collects reports from trustees, makes annual reports to the State superintendent, and visits each school in the county twice a year. He may appoint a teacher and provide for the conduct of a school if the trustees fail to do so, and may require repairs to the amount of \$200 when needed and when the trustees fail to provide the same. The county superintendents are elected biennially at the general election. Salaries range from \$900 to \$2,400. All but three have clerks or deputies.

(C) THE SCHOOL DISTRICTS.

The district is the unit for school administration in Arizona. It is directed by three trustees, one of whom is elected each year. The term of office is three years. This board has complete management and control of the schools in the district, provides buildings, furniture, equipment, and supplies; selects and employs teachers, census marshals, and truant officers; calls district meetings on its own initiative or on petition of 15 per cent of the electors, for the purpose of voting bonds, locating or changing location of schoolhouses, and deciding upon questions of transportation of pupils. The board of trustees is required to make reports annually or whenever required by the State or county superintendent of schools. Districts may be consolidated upon a majority vote of the people in the districts concerned. Common-school districts lapse when fewer than eight pupils of school age attend school for three months during any school year and the county superintendent so recommends to the board of supervisors. There are 455 school districts in the State, 490 school buildings, and 1,546 teachers (see Tables 4 and 5).

TABLE 4.—*Arizona public schools, 1915-16.*¹

Counties.	Area in square miles.	Population 6 to 21.	Districts.	School buildings.	Teachers employed.	Children enrolled.	Total expenditure for maintenance.
Apache.....	11,379	1,197	19	10	35	1,039	\$32,956
Cochise.....	6,170	12,161	87	90	316	9,545	287,537
Coconino.....	18,238	1,287	13	17	34	1,155	65,298
Gila.....	4,683	4,426	27	37	120	4,050	123,120
Graham.....	4,508	8,171	33	43	80	2,773	64,312
Greenlee.....	2,000	4,242	18	26	94	3,493	107,089
Maricopa.....	8,891	13,735	51	65	345	10,473	348,045
Mohave.....	13,390	1,109	21	21	34	812	24,401
Navajo.....	10,300	2,522	24	24	65	1,788	71,933
Pima.....	9,505	6,371	31	30	129	4,067	123,887
Pinal.....	6,380	2,614	36	37	74	2,509	70,309
Santa Cruz.....	1,229	2,957	23	25	57	1,696	38,079
Yavapai.....	8,150	3,697	46	40	116	2,784	113,397
Yuma.....	9,987	2,084	26	25	87	1,584	47,174
Total.....	113,810	61,633	455	490	1,546	49,051	1,515,576

¹ From report of the State superintendent and of the county superintendents.

² Estimated. Graham previous to 1911 included Greenlee, and its area was 6,508 square miles.

TABLE 5.—*School districts and teachers in Arizona, rural and urban.*

Counties.	Number of elementary school districts with—						Number of high school districts with—				
	1 teacher.	2 teachers.	3 teachers.	4 teachers.	5 teachers.	6 or more.	2 teachers.	3 teachers.	4 teachers.	5 teachers.	6 or more.
Apache.....	12	2	2	2	1						
Cochise.....	67	6	2	6	2		1				4
Cocconino.....	10	1				2					
Gila.....	17	5			1	4					2
Graham.....	21	5	3			4					1
Greslee.....	13	1		1		3			1		2
Maricopa.....	19	8	7	3	4	10				1	3
Mohave.....	18	2			1						
Navajo.....	15	4	1	1	1	2					1
Pima.....	23	3	2	1		2					
Pinal.....	30	2			1	3					1
Santa Cruz.....	20	1		1		1					1
Yavapai.....	35	4	3	1		3		2			1
Yuma.....	21	3	1			1					1
Total.....	321	47	21	16	11	39	1	2	1	1	17

Number of elementary-school districts, 455; high-school districts, 23; number of elementary-school teachers, 1,347; high-school teachers, 189.

(D) MEANS OF SUPPORT.

Schools of the State are supported by a State fund, county taxes, and local district taxes. The State fund consists of an annual special legislative appropriation of \$500,000, augmented by the income from school lands and the interest on a permanent fund obtained from the sale of school lands. The total State fund for apportionment for 1915-16 was \$522,357. This is apportioned to the counties by the State superintendent four times a year on the basis of the number of children between 6 and 21 years of age. Before apportionment an amount is deducted sufficient to pay for textbooks, teachers' pensions, expenses of the State boards and the State department of education. In 1915 the apportionment was about \$8.80 per capita.

The county fund is raised through a tax on all the taxable property of the county. The amount to be raised is estimated by the county superintendent, who considers in his estimates the money needed by the districts as certified to him by the boards of trustees. The total, including the county tax and the State apportionment, must be enough to allow at least \$35 for each child in average daily attendance during the best six months of the preceding school year. To this, 10 per cent is added to cover possible increase in attendance. The whole amount is then submitted to the board of supervisors, who make a levy large enough to raise the sum needed. The board also levies any additional amount, determined by the district, for special purposes or for improved service. Districts vote bonds for buildings and permanent improvements. No district employing one teacher receives less than \$850 nor more than \$1,000 from the county and State.

Fines and forfeitures are included with the general county fund from taxation.

(E) GENERAL PROVISIONS.

The law provides a minimum school term of eight months. The State furnishes textbooks free to all children and provides an annual retirement fund of \$600 for teachers who have served 25 years or more, 15 of which must have been in the State. The money for this purpose is taken from the regular State fund before apportionment. The matter of distribution of the pension fund is in charge of the State board of education.

(F) HIGH SCHOOLS.

The law provides for three classes of high schools—district, union, and county union. The district high schools are governed by the regular district boards and supported by special district tax. Union high-school districts are formed by the combination of two or more common-school districts for high-school purposes. They are managed by high-school boards of five members each, three of whom must be residents of the district in which the high school is located. Union high schools are supported by special tax on the union territory. County high schools are established and controlled in the same way as union high schools except that the territory includes the whole county. The State gives a bonus to high schools maintaining vocational departments to the extent of reimbursing them for expenditures made for that purpose up to \$2,500. Nineteen high schools, including the preparatory departments of the two normal schools, received this assistance in 1914-15.

(G) HIGHER EDUCATION.

The State maintains three institutions for higher education:

(1) The University of Arizona, at Tucson, which includes a college of liberal arts, the State college of agriculture, a department of education, and a school for the deaf. The enrollment in the fall of 1916 was about 350, of whom 72 were enrolled in the department of education. The university is managed by a board of regents composed of the governor, the State superintendent of public instruction, ex officio, and eight members appointed by the governor.

(2) The Arizona Normal School, located at Tempe, which had an enrollment of 422 in November, 1916. It offers for the professional training of teachers a five-year course based on the completion of the elementary school and a two-year course based on high-school graduation.

(3) The Northern Arizona Normal School, at Flagstaff, which offers similar courses, had a total enrollment of 320 in November, 1916. Each normal school board is composed of the State superin-

tendent of public instruction, *ex officio*, and two resident members appointed by the governor.

(H) EDUCATION OF EXCEPTIONAL CHILDREN.

The State maintains for the care and education of delinquents the State Industrial School, at Fort Grant. Both boys and girls are provided for in this institution, which is under the management of the board of control of the State penitentiary and insane hospital.

The legislature appropriates \$5,000 annually for the care of persons deaf, dumb, or blind, who are of sound mind, and whose parents are unable to provide for their education. The State board of education is authorized to contract with a State having an institution for the education of the blind for the care of blind Arizona children properly certified by the census marshals and the county superintendents. The rate must not exceed \$350 a year per capita.

The law provides that the University of Arizona shall admit to the School for the Deaf properly certified applicants afflicted with either deafness or dumbness, and provide for their education, board, and lodging. A school is maintained for these children on the campus of the university. The maximum amount allowed the university is \$250 a year per capita.

(I) PRIVATE SCHOOLS.

There are in Arizona 13 private colleges, academies, and parochial schools, in which approximately 92 teachers are employed and 2,400 pupils are enrolled. Nine of these are Catholic institutions, and are located at the following places: Bisbee, Flagstaff, Nogales, and Prescott; three at Phoenix, and two at Tucson. There are three Mormon academies, which are located at Thatcher, Snowflake, and St. Johns. Besides these there is the Evans School for Boys, located at Mesa, which offers two years of college preparatory work. The mission school at San Xavier, now used exclusively for the education of Indians, is the oldest educational institution in the State. School is still conducted in the old building constructed in 1692.

TABLE 6.—*Private schools in Arizona.*

Schools.	Location.	Teachers.	Enrollment.	Denomination.
Marist College.....	Tucson.....	6	75	Catholic.
St. Joseph's Academy and School.....	do.....	17	450	Do.
Loretto Academy and School.....	Bisbee.....	9	200	Do.
Loretto Academy and School.....	Flagstaff.....	5	120	Do.
Sacred Heart Academy and School.....	Nogales.....	6	275	Do.
St. Joseph's Academy and School.....	Prescott.....	10	146	Do.
Convent Sisters Precious Blood.....	Phoenix.....	16	288	Do.
St. Mary's Parish.....	do.....	6	255	Do.
St. Anthony's Parish.....	do.....	6	160	Do.
Gila Academy.....	Thatcher.....	8	201	Mormon.
Snowflake Academy.....	Snowflake.....	7	118	Do.
St. John's Academy.....	St. Johns.....	6	113	Do.
Evans School.....	Mesa.....	.....	.....	.....

(J) INDIAN SCHOOLS.

For the education of the Indians there are 16 Government superintendencies, containing 63 day and boarding schools. Of the total number, 10 are mission schools; 5 maintained by the Catholic, 2 by the Presbyterian, 2 by the Evangelical Lutheran, and 1 by the Christian Church. The total enrollment of all Indian schools in the State is 5,076; the average enrollment, 4,669; and the average daily attendance, 4,152. Data in detail are given in Table 7.

TABLE 7.—*Government and mission schools for Indians.*

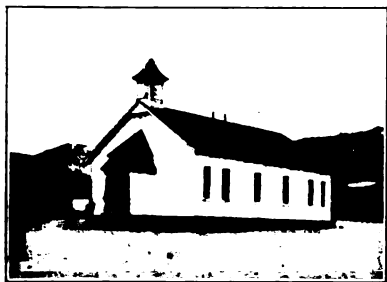
Superintendencies.	Schools.	Total enrollment.	Average enrollment.	Average attendance.
Camp Verde.....	2	65	54	47
Colorado River.....	2	308	277	261
Fort Apache.....	6	382	358	329
Havasupai.....	1	27	26	22
Kaibab.....	1	17	15	12
Leupp.....	2	91	90	86
Moqui.....	6	371	329	298
Navajo.....	8	844	758	628
Phoenix.....	1	780	761	708
Pima.....	14	843	778	696
Rice Station.....	1	233	216	200
Salt River.....	8	147	129	99
San Carlos.....	3	219	183	165
San Xavier.....	9	410	385	367
Truxton Canyon.....	1	100	97	96
Western Navajo.....	8	239	213	204
Total.....	63	5,076	4,669	4,152



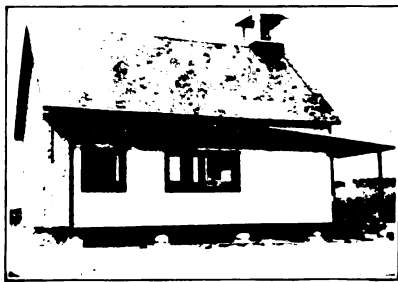
A. A TWO-ROOM BUILDING IN
YAVAPAI COUNTY



B. A CONCRETE-BLOCK BUILDING
IN COCHISE COUNTY.



C. A FRAME STRUCTURE AT CHLO-
RIDE, MOHAVE COUNTY.



D. CLEAR CREEK SCHOOL, YAVAPAI
COUNTY



E. YUCCA SCHOOL, MOHAVE COUNTY.



F. GOLCONDA SCHOOL, MOHAVE
COUNTY.

SOME ARIZONA RURAL SCHOOLS.



A. A COMMON DRINKING CUP AT FORT LOWELL.



B. AGRICULTURAL CLASS BREAKING GROUND AT SAFFORD.



A. DAVIDSON DISTRICT, NO 18.



B. RILLITO SCHOOL, PIMA COUNTY.



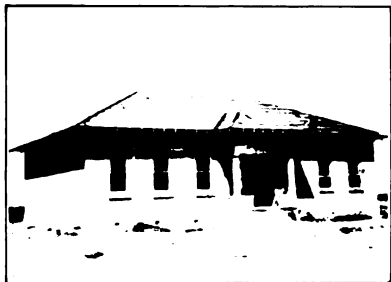
C. SAN PEDRO, NO. 19, COCHISE
COUNTY.



D. COCHISE COUNTY.



E. TEXAS NO. 7.



F. A MODEL BUILDING, COCHISE
COUNTY.

RECENTLY CONSTRUCTED SCHOOLHOUSES.



A. A COTTAGE IN A MINING CAMP.



B. A TYPICAL ADOBE STRUCTURE.



C. SUITED TO THE CLIMATE.



D. HALF WOOD, HALF CANVAS.



E. BY THE SIDE OF AN IRRIGATION DITCH.



F. THICK ADOBE WALLS DEFY THE HEAT.

TEACHERS' DWELLINGS IN RURAL DISTRICT.

Chapter II.

STATUS OF ELEMENTARY AND SECONDARY EDUCATION.

The purpose of this chapter is to point out for the guidance of school officials the strong points in the school system which should be continued, and also to set forth the weaknesses which need correction and revision. In many ways the schools of Arizona rank high, comparing favorably with those of States most advanced in education. The expenditure for public education in comparison with the wealth of the State, and the expenditure per school child, are about the average for Western States. The method of raising funds for school support has proved excellent. The unit of support is large, and the small school is provided with at least \$850 for maintenance each year. Suitable new buildings are being erected at a rapid rate to replace the pioneer buildings. The percentage of teachers who are professionally trained is larger than in a majority of the States, and the salaries paid are higher than those paid in any other, with possibly two or three exceptions. The State seems alive with the desire for the best in education. In all of these respects an excellent beginning has been made and progress may be expected by the continuation and enlargement of these policies. On the other hand, there are weaknesses pointed out in this and succeeding chapters due largely to the fact that the State lacks the cooperation of educational agencies and the definite constructive leadership which comes as a result of a centralized administrative system. Such a system and the cooperation and leadership which eventuate from it are essential not only that the best results may be obtained in specific instances, but they are especially necessary for that State-wide progress which is the concern of the Commonwealth considered as a whole rather than as separate individual communities.

Section 1.—STATE ADMINISTRATION.

Arizona is organized for school management on the district basis, each school district maintaining the kind of school it wishes, with little interference from the county or State. Progress depends on

local sentiment and initiative. It has been rapid, but not uniform. Adjacent to districts with schools of the best type are other districts with very poor schools. County superintendents have influence in school improvement, but their influence comes from ability to persuade rather than from legal authority. The State itself assumes little leadership. It has given its State department of education neither the authority nor the means to make it possible for it to determine educational policies and to enforce their execution. It should have a State department organized to give definite and continued State leadership, under which State-wide progress may result. It should recognize that education is a function of the State, and that it is its business to see that approximately equal educational opportunities are given to the children in all of its parts. Before Arizona can provide the necessary centralized State organization, several constitutional amendments are required. The committee recommends that immediate efforts be made to obtain:

(1) A constitutional amendment abolishing the present *ex officio* State board of education. In its place there should be a board of seven persons especially fitted for the work, selected and appointed by the governor with the approval of the State senate.

(2) A constitutional amendment to convert the office of the State superintendent of public instruction from a political elective one to an appointive one, to be filled only by a person especially fitted and equipped for educational work.

(3) Legislation conferring on the State board of education and the State superintendent of public instruction enlarged and clearly defined functions and power to perform them.

In addition to a centralized State department of education there is need of centralizing local administration into larger units, preferably the county as the county is now the unit of support in school affairs. The committee recommends for local administration:

(1) County boards of education charged with the general management of the schools of the county, particularly with the disbursements of the county school funds, fixing district boundaries, and the appointment of the county superintendents, assistants, and teachers.

(2) The retention of the local trustees as custodians of the school property, with the duties of attending to repairs, upkeep, and minor supplies, and acting as the immediate overseers of the schools. They should represent the district before the county board, recommending supplies, equipment, and teachers desired.

(A) STATE BOARD OF EDUCATION.

The State constitution now prescribes that the State board of education shall be composed of the governor, the superintendent of public instruction, the president of the State university, and the principals of the State normal schools as *ex officio* members, and of a city superintendent of schools, a principal of a high school, and a county superintendent of schools, all three appointed by the governor.

The board has no legal authority to assume definite responsibility for the State's educational system. Its principal functions are:

To supervise the apportionment of the State school funds; to adopt regulations governing State aid to high schools; to prescribe the course of study for common schools and determine the qualifications of graduates from high schools and entrance to normal schools; to administer the free textbook and teachers' pension laws; to issue life certificates to teachers; to have charge of the education of the deaf and the blind.

The principal objections to the composition of the present board are:

(1) It is not continuous; five of its eight members are either political officers elected by the people or members appointed by a political officer and their terms expire with any change in State administration.

(2) The board is composed, with the exception of the governor, entirely of men in educational work. This shows a wrong conception of the functions of such a board. A board of educational experts is not required. The State superintendent is supposed to be the educational expert. One of the principal functions of the State board is to secure such an expert for the State superintendency and then to give to him the support, advice, and assistance so badly needed of persons from occupations other than education.

(3) The members are required to serve on the board regardless of their personal fitness and regardless of whether or not they have time for the work. The governor of the State has so many other duties that he has little time for those of the State board of education, and he will have less time as the population of the State increases. The same is true of the presidents of the State university and State normal schools.

(4) The governor appoints three members of the board, although himself a member of it, which may give him undue influence. The creator can hardly sit in council with his creatures on equal terms.

Several States have tried Arizona's present plan of a board composed of persons in educational work serving *ex officio*. The plan has not as a rule proved satisfactory. An evidence of this is the action of the State of California, which in 1911 abandoned the *ex officio* board made up of educational officers, and provided for an appointive board, no member of which "shall during his term of office hold any salaried education position."

The committee recommends a board of seven members composed of men and women of affairs, scholarship, and business ability, appointed from various parts of the State by the governor, with the approval of the senate, and that the term of office be at least eight years with not more than two terms expiring in any biennium. In this way a continuity of service and freedom from political inter-

ference may be secured to the members. The board may or may not include persons engaged in educational work; the majority, however, should be in other occupations. Certainly none should be employees in institutions under the charge of the board. The members should serve without pay, but should receive their actual traveling and other expenses in attending board meetings and perhaps a reasonable per diem. A certain number of fixed meetings should be held each year and provision made for special meetings on the call of the governor, the State superintendent, or a majority of the members. The State superintendent should not be a member of the board, but should be its secretary and executive officer.

The powers and duties of the State board of education should be clearly defined by law. It should have power and it should be its duty—

(1) To have general charge of the educational interests of the State and determine educational policies, particularly in organization and administration, as to the general scope of the public-school system.

(2) To appoint and fix the salary of the State superintendent of public instruction, and upon his recommendation to appoint all assistants and employees of the State department of education and fix their salaries.

(3) To assist the State superintendent of public instruction in the duties conferred upon him by the constitution and laws.

(4) To have general oversight of vocational and other special schools or departments of schools receiving special State aid and Federal or other financial aid given through the State, whether the schools are established and controlled by the State or by local authorities.

(5) To control and manage the two State normal schools now in existence and all other teacher-training schools that may be established, replacing the present local boards of control.

(6) To control and manage the State Industrial School and such State institutions for the education of orphans, the deaf, blind, feeble-minded, and other special classes as may be established, and to exercise general oversight of similar institutions receiving special State aid established by local communities and under immediate local control.

(7) To apportion the State school funds to the counties and to enforce State laws and regulations by withholding funds from counties in which schools are not maintained in accordance with the State laws.

(8) To have final approval of a State course of study prepared by the State department of education and fix standards for graduation from high schools.

(9) To have final approval of the charters of all higher education institutions that may be established in the State, and to determine standards on which collegiate degrees may be conferred, under such regulations as may be fixed by law.

(10) To select or provide for the selection and purchase of textbooks for use in the elementary and high schools.

(11) To exercise the functions, powers, and duties now conferred upon the State board of examiners, transferring the work to the State department of education, granting certificates upon the recommendation of the State superintendent.

(12) To determine under general regulations fixed by law the kinds of teaching certificates to be issued and the requirements for each.

(13) To maintain a State teachers' employment bureau as a division of the State department of education, which would serve to assist local authorities in securing qualified teachers.

The committee does not believe that the board should attempt to handle the details of the work of the State school organization; these should be left to the State department. It should confine its attention to the larger features of administrative problems. All of its decisions should be carried out through the State superintendent. It is expected, of course, that the presidents of the State educational institutions would continue as the immediate executive heads of their respective institutions.

Probably the most important function of the State board is the selection of a properly qualified and suitable State superintendent of public instruction who shall be its executive officer and upon whom it shall depend for advice and for the execution of its policies. The second in importance is the determination of the educational and business policies of the school system, and the inspection of the results obtained by their executive officer.

The principal function of the board is legislative, the execution of its legislation being left to its executive officer, the board then examining the results of its policies and the work of its executive officers by inspecting the results obtained.¹

(B) STATE SUPERINTENDENT.

The powers and duties of the State superintendent of public instruction, other than the execution of the orders of the State board of education, should be definitely fixed by legislation. There should be employed in the State department a sufficient number of field agents to keep it in touch with schools in all parts of the State. At least two should be employed as early as possible. They should serve as inspectors of secondary schools, vocational schools, and special schools receiving State aid, and as advisers and assistants to the State superintendent in the performance of his legal duties. In addition there should be employed in the State department, working under the direction of the State superintendent, a State school architect, an expert statistician, a chief of a division of certification, one person in charge of textbook distribution, and necessary clerical assistants.

The State superintendent should have power and it should be his duty—

(1) To supervise all educational work supported in whole or in part by the State and report thereon to the State board of education.

(2) To visit different parts of the State in the interest of education and to collect and diffuse information about school affairs.

(3) To prepare, publish, and distribute matter for the promotion of public-school work.

¹ Denver survey.

(4) To collect reports from county and city superintendents and from private institutions, and to prepare and publish biennially a complete report on the status of education in the State, containing the various statistics reported.

(5) To prepare blank forms for use by county superintendents in collecting data, forms for the use of county treasurers in keeping account of school receipts and expenditures, registration blanks and card reports for use in all schools in the State, and all other forms necessary for the use of school officers.

(6) To compile and publish the school laws of the State.

(7) To interpret school laws and to aid school officers and teachers in all matters relative to the conduct of the schools.

(8) To prepare the courses of study for the public schools to be presented to the State board for final action, and to approve the courses of study in all special schools before they receive State aid.

(9) To examine textbooks and recommend to the State board books to be purchased by the board for use in the public schools of the State, and to manage the work connected with the distribution of the State textbooks to the several school districts.

(10) To enforce State laws and regulations by withholding from any county, pending the action of the State board of education, a portion of the State fund from counties disregarding them.

(11) To hold an annual convention of county and city superintendents and of county and city boards of education.

(12) To prepare, or have prepared, questions for examinations for teachers' certificates; to issue State certificates ordered by the State board of education.

(13) To prepare or have prepared and published plans and specifications for school buildings.

(14) To perform such duties as may be prescribed by law, and as executive officer of the State board to perform such other duties as the board may direct.

The State superintendent of public instruction should be selected and appointed by the State board of education in a manner similar to the method of selection and appointment of city superintendents by city boards of education and college presidents by college boards of trustees. Selection should be based upon particular fitness for the position to be filled, regardless of political affiliations or of residence within or without the State. The first appointment should be for a specified term, sufficiently long to insure the most efficient service; reappointment might be for a specified term or for an indefinite term, the State board having power to remove the incumbent from office for inefficiency or malfeasance. A State officer so appointed, able to count on continuous tenure during good service, would become the actual head of the State system, first in responsibility and opportunity and would be in a position to develop the educational work of the State to the highest point of efficiency.

The chief school officers of 15 States no longer are elective political officers, and determined efforts are making in many other States to change from the elective to the appointive method, so that persons of the best ability may be chosen. A study of the length of terms served by the State superintendents in the United States shows that the terms of elected superintendents are almost universally shorter than the terms served by superintendents appointed.

It is noteworthy also that in the States in which the superintendents are elected, as a rule, low salaries are paid; in the other States they are much higher and compare very favorably with those paid to presidents of State universities and to superintendents of schools in cities employing professional officers. If Arizona adopts the appointive method it should provide an adequate salary, at least as great as that paid to the president of the State university. In the following States with appointive superintendents, chief school officers are selected and appointed because of their professional training, educational experience, and fitness for the position. Their salaries are as follows: New York, \$10,000; New Jersey, \$10,000; Massachusetts, \$6,500; Vermont, \$5,000; Pennsylvania, \$5,000; Rhode Island, \$5,000; Minnesota, \$4,500; Ohio, \$4,000; Maine, \$4,000; New Hampshire, \$4,000. Among the elected superintendents one receives \$7,500, three \$5,000, and three \$4,000. Eighteen States pay the same salary as Arizona (\$3,000 a year) and eight States pay less.

Arizona has tried both methods of securing a State superintendent—appointment and popular election. The appointments were made, however, by the governor and not by the kind of State board of education herein recommended. Appointment by the governor has been satisfactory in a few States, but unsatisfactory in others, and two States since 1913 have changed from this method of appointment to appointment by a board. Dissatisfaction has come from the action of State governors who have insisted upon regarding the State superintendency as a partisan political office, to be used in paying election obligations.

(C) CERTIFICATION OF TEACHERS.

The State board of education, when reorganized as recommended, should take over the functions now performed by the State board of examiners, and that board should be abolished. It is now composed of the State superintendent and two persons appointed by him, each of whom is paid an annual salary of \$300 and necessary expenses. It prepares examination papers which are forwarded to the county school superintendents for use in the quarterly examinations. The papers are returned to the board and examined and rated by it. The board issues three grades of certificates:

Second grade: Valid two years, nonrenewable, obtained by examination in geography, history and civics, physiology, hygiene, orthography, penmanship, composition, reading, methods of teaching, grammar, arithmetic, and the school laws of Arizona.

First grade: Valid four years, renewable, obtained by examination in above subjects and in algebra and elementary physics. This grade of certificate is granted also on credentials (1) to graduates of any

State or other public normal schools whose standards are equivalent to those of the Arizona State normals and are accredited by the State board of education; (2) to graduates of accredited universities and colleges; (3) to holders of life certificates or equivalent credentials issued by other States.

Primary: Valid four years, renewable, obtained by graduates of schools accredited by the State board of education when such graduates have made special preparation to teach in primary grades.

Life certificates and special certificates are issued by the State board of education on the recommendation of the board of examiners.

Life certificate: Obtained by holders of first-grade certificates after 15 years' successful teaching experience (10 of which must have been in Arizona) who have passed an examination prescribed by the board in psychology, pedagogy, and school management.

Special certificate: Issued to teachers of special subjects on credentials or examination.

The entire system of awarding teachers' certificates should be revised. All certificates should be issued by the State department of education under regulations of the State board of education. The kinds of certificates and requirements for each should be fixed by the State board under general State legislation. No State legislature should attempt to fix standards in a matter of this sort, except to require a definite amount of education both general and professional as a prerequisite for teaching in the State. It is recommended that the legislature give the reorganized State board of education full control of certification, with a proviso that all new teachers employed shall have general education not less than the equivalent of a four-year standard high-school course and a given amount of professional work in education. This professional education should consist of classroom instruction in a recognized institution for training teachers. One year after the passage of the act a minimum of six weeks of such professional education should be required, and each succeeding year gradually increasing amounts until by 1924 the amount required should be equivalent to that obtained in a two-year normal-school course. This means a total of six years of secondary and professional education beyond completion of the eighth grade. Similar legislation in other States has been successful in raising the educational qualifications of the teaching force. As is evident from data given elsewhere relative to the present teaching force, those engaged in the State of Arizona at the present time stand relatively high in proportion to many other States. This, however, should not defer action on the part of the State in reaching as early as possible what should be regarded as a minimum provision.

The diplomas of the State normal schools should be recognized as teaching certificates valid for two years and renewable by the State

board of education on presentation of evidence of satisfactory teaching and of the completion of the minimum amount of professional reading determined by the State board of education.

As time goes on certificates should be issued almost wholly on credentials of education or of education and successful teaching experience, as the examination method as usually conducted is unreliable. If some certificates must continue to be granted through the examination method, questions could be prepared as at present in the State superintendent's office, the examination conducted by the county superintendents, and the answers returned to the State office for grading. The department should have funds available to employ persons, if necessary, for short periods to assist in examining the papers.

Arizona is at present issuing many certificates on credentials of education or of education and teaching experience. It is also accepting life certificates issued in other States. The list of institutions, however, from which graduation is accepted as of equal standard with graduation from the State institutions of Arizona, includes many of very much lower grade. It is evident that the list was prepared without much real information as to the standards of the institutions listed. It should be completely revised.

If the certification of teachers is placed in the State department of education, there should be created a division to give its entire time to the work. This would require the services of one person continuously, with provision for employing extra help for one or two weeks immediately following the examinations. In connection with the division there should be established a teachers' employment bureau. Such bureaus are conducted successfully in several States, notably in Massachusetts and Minnesota. The records required for certification and those for employment agencies are practically identical. In this agency teachers from Arizona and from other States desiring positions in Arizona might register. The agency should have on file also lists of persons available for institutes, teachers' conventions, directors' associations, parent-teacher associations, and similar organizations. A small fee should be charged teachers for certification and for registering for positions. This would make the division practically self-supporting.

(D) CONTROL OF NORMAL AND SPECIAL SCHOOLS.

Normal schools.—The two State normal schools are now under the control and management of separate boards; the Tempe board consists of the State superintendent of public instruction and two citizens of the town of Tempe; the Flagstaff board consists of the State superintendent and two citizens of Flagstaff. The fact that the

boards are composed of local persons probably explains why so many people throughout the State seem to feel that the normal schools are primarily local and not State institutions. The committee believes that they should be under a single board with members from various parts of the State. When the State board of education is reorganized as recommended it should have control of these schools. It must be recognized that the normal schools are a definite part of the State public school system, since they are the professional institutions training teachers for the other schools in the system. The board at the head of the public school system must have the control and management of the institutions training the teachers, if the best results are to be obtained.

In business management a gain will result from placing the two existing schools under a single board. This is apparent to most thinking people. It would also eliminate the rivalries of the institutions before the State legislature in their endeavor to secure appropriations.

Special State institutions.—The State Industrial School for delinquent boys and girls is primarily an educational, not a penal, institution; it should therefore be under the management of the reorganized State board of education instead of under the board of control of the State penitentiary and State insane hospital. Also all other special State institutions primarily educational, as established, should be placed under the State board of education; this would include State schools for the blind, deaf, mentally defective, etc. The present plan of sending blind and deaf children to institutions in other States and paying their expenses is the most practical one while the number is small. Sooner or later, however, the State will find it necessary to provide other means for their care and education.

For those who are mentally defective, the State has immediate need of an institution of its own. No provision for this class is now made. Many are attending public schools, where their presence is a serious hindrance to the progress of the other children and of comparatively little value to themselves. A special form of education is necessary. For the majority this can be given in special classes in the local school systems; for many, however, it can be given only in a separate institution. An institution is needed for segregation of those beyond a certain degree of defectiveness as well as for their education. There are many more defective children in the State than is generally supposed. The number is not definitely known but should be determined by careful investigations by competent persons. An approximation can be made from the results of an inquiry made of the superintendents or principal teachers of all school districts. Reports were received from 216 rural and 13 city

districts. There are 427 rural and 24 city districts in the State. From the reports it would appear that there are:

265 obviously mentally defective children attending school.

292 probably mentally defective children attending school.

77 mentally defective under 21 years of age not attending school.

52 families with more than one child mentally defective.

Figures by counties are given in an accompanying table:

TABLE 8.—“Obviously” and “probably” mental defectives as reported by school districts.

Defectives.	Apache County.	Cochise County.	Cochino County.	Gila County.	Graham County.	Greenlee County.	Maricopa County.	Mohave County.	Navajo County.	Pima County.	Pinal County.	Santa Cruz County.	Yavapai County.	Yuma County.	Total.
Total number of school districts.....	19	86	16	28	33	17	48	21	22	32	36	24	42	27	455
Number of rural districts reporting...	8	47	5	11	18	11	24	8	14	10	14	8	28	12	216
Children obviously defective attending school (American).....	1	11	1	7	10	1	28	0	5	0	0	5	10	1	80
Children obviously defective attending school (Mexican).....	0	16	0	0	0	2	6	1	0	5	7	19	5	1	62
Children probably defective attending school (American).....	1	12	1	9	18	3	24	0	9	0	4	2	13	0	96
Children probably defective attending school (Mexican).....	2	21	0	1	4	1	9	2	2	5	5	5	4	0	61
Children probably defective not attending school (American).....	1	7	0	0	1	1	11	0	1	0	1	2	2	0	27
Children probably defective not attending school (Mexican).....	0	5	0	0	2	1	0	0	0	0	4	1	0	1	14
Number of city districts reporting.....	0	1	2	0	1	1	4	1	1	0	0	1	1	0	13
Children obviously defective attending school (American).....	0	0	11	0	13	5	22	1	5	0	0	1	0	0	58
Children obviously defective attending school (Mexican).....	0	0	7	0	0	16	17	0	19	0	0	6	0	0	65
Children probably defective attending school (American).....	0	0	7	0	2	4	41	2	4	0	0	0	1	0	61
Children probably defective attending school (Mexican).....	0	0	12	0	2	25	26	0	7	0	0	0	2	0	74
Children probably defective not attending school (American).....	0	0	5	0	2	3	2	0	1	0	0	0	0	0	13
Children probably defective not attending school (Mexican).....	0	0	6	0	0	3	5	0	9	0	0	0	0	0	23

(E) RECORDS AND REPORTS.

The committee recommends that the whole system of making forms, collecting, transcribing, and summarizing data be revised. For this purpose an educational statistician, trained and experienced in school accounting, in the collection and dissemination of data and reports concerning school work in all its phases, should be employed in the State department of education.

The people are informed of the status of education within the State and have a basis for comparing their own with other State systems, through reports on educational conditions, attendance data, financial statements, and other statistical material concerned with the manage-

ment and educational efficiency of the schools. Through them, also, school officials and interested citizens may compare district, city, and county systems within the State. It is important, therefore, that information of this nature, usually found in county and State annual reports, be complete, accurate, and easily interpreted and have sufficient definiteness and uniformity to warrant making intelligent comparisons.

The records kept in the State department of education—financial accounts, minutes of the different boards, and others of a similar nature—are well kept and the books are in excellent condition. The annual reports of the State superintendent to the governor and of the county superintendents to the State superintendent are not in good condition and do not serve the purpose for which they are or should be compiled.

(1) Much of the data called for on county superintendent reports is not clearly designated; consequently the meaning is misunderstood, and uniform information is not obtained. For example, one item calls for the "number of schools" in each district. The instructions preceding the form explain that this is intended to mean the number of *teachers*; the meaning, however, is variously interpreted by the district clerks or county superintendents, and the data given may refer to number of buildings, number of classrooms, or number of teachers. It rarely agrees with the two other items found later in the report, one calling for "number of teachers employed" and one for the names of the teachers employed. In another item the condition and supply of furniture and equipment must be characterized as "poor, well, middling." This is so indefinite that the interpretation is entirely a matter of personal opinion, depending largely on the previous experience of the teacher.

(2) The same reports are inaccurate as to data given and summaries made. Items which should agree do not. There is often a wide discrepancy between the sum of balance and receipts, on the one hand, and expenditures and balance on the other. Other errors occur in the financial accounts. The county superintendents apparently copy statistics from the reports of teachers and district clerks without correction; the State department in turn transcribes these and additional errors made by county superintendents. It is obvious that tabulations and summaries made in this way are of little value.

(3) Some of the data now collected are of little import and may well be dropped from the records. For example, the classification of schools as grammar, primary, and advanced is not significant in itself and is not understood by the teachers. The data obtained therefore are not uniform. It is also probable that the inclusion of "advanced grades" as an item promulgates the idea and promotes the practice of adding one or two years of high-school work in small schools poorly

equipped for it and detracts from the efficiency of the elementary grades.

(4) The reports as submitted are incomplete; many county superintendents do not report on all items; this is particularly noticeable in reports of teachers' qualifications.

(5) A great many items of particular importance are entirely omitted. Elsewhere in this report suggestions are given in regard to additional data which should be included on attendance; also concerning educational investigations and measurements concerned with classroom work. If the recommendations herein submitted are followed in regard to the purchase of supplies, management of textbooks, and other matters treated elsewhere, the number of items now contained in the reports should be increased materially.

(F) BUILDINGS AND EQUIPMENT.

The committee is of the opinion that legislation should be enacted requiring the plans of all school buildings to be erected in the State to be submitted first to the State department of education for approval. The department should employ a school architect (part time if full time is found not necessary) to approve such plans when found satisfactory, and also to be available for school authorities anywhere in the State to prepare plans and specifications at the fees ordinarily charged for such work. The architect should be paid a fixed salary, and fees collected should be turned into the State treasury. The State department also should have plans and specifications for school buildings and outhouses prepared for loan to districts whenever desired. The majority of country districts would then not need to employ an architect. If a building of a special type was desired different from any of those in the publication of the State department, the plan should be sent to the department for approval. The State department should also have a building code prepared for the convenience of school authorities and of architects employed by school boards to prepare plans for buildings.

Many new school buildings are under construction at the present time and many others will be required in the next few years on account of the rapid growth in school attendance and also because pioneer buildings still in use are no longer serviceable and must soon be replaced. Many of the city school buildings now in use were found to be old and poorly lighted and to fall far short of any acceptable minimum standard. Many new buildings have been erected in the past few years. Some of them are poorly planned for the best results in school management. Many of them are poorly lighted, because the buildings have not been located in such a way as to get the greatest possible number of classrooms with east or

west light. Not a few are incorrectly lighted simply because fundamental requirements were not followed. In others proper systems of ventilation are not provided. Considerable money could have been saved in the erection of several school buildings if school architects had been employed. More suitable buildings would have resulted if the plans had been corrected by a competent person who had made a special study of school buildings and had had experience in school management.

An inspection of a large number of country buildings in nine counties and information furnished by teachers relating to those of 213 districts, or 55 per cent of all rural districts in the State, indicate that in the next few years many new buildings will have to be built. Judging from many of those already erected which were visited and inspected, the need of a State architect to approve plans of rural buildings is even greater than for city buildings. General conditions of rural buildings, grounds, and equipment are given in Table 9.

TABLE 9.—*Report of rural school building survey.*
(Only schools with three or fewer teachers included.)

	Number.	Per cent.
Total number of rural school buildings in State.....	390	100
Total number of reports received.....	213	55
Number with one teacher.....	149	170
Number with two teachers.....	35	16
Number with three teachers.....	29	14
Number of school buildings built since 1905 and reported new.....	126	69
Number built before 1905 and reported old.....	85	40
Material in buildings:		
Brick or cement.....	47	22
Adobe.....	46	22
Frame.....	116	56
General condition of buildings:		
Good.....	95	45
Fair.....	81	38
Poor.....	28	13
Number not reporting this item.....	9	4
Lighting:		
Side or rear lighting (good).....	52	24
Insufficient or cross lighting (unsatisfactory).....	161	76
Heating:		
Steam or furnace.....	11	5
Unjacketed stove.....	165	77
Jacketed stove.....	17	8
Ventilation:		
Windows only means supplied.....	202	95
Special provision.....	11	5
Kind of desks:		
Single.....	137	65
Double.....	30	14
Double and single reported.....	33	15
No desks furnished.....	13	6
Adjustable.....	34	15
Buildings equipped with—		
Charts.....	178	83
None.....	26	12
Dictionaries.....	157	74
None.....	15	7
Supplementary books.....	137	64
None.....	26	12
Curtains.....	125	59
None.....	65	31
Pictures.....	59	28
Sanitary fountains.....	43	20
Individual cups.....	83	39
No provision.....	108	50
Number not reporting this item.....	5	2

¹ This and following per cents refer only to the number reporting.

TABLE 9.—*Report of rural school building survey—Continued.*

	Number.	Per cent.
Buildings employing janitor:		
Janitor employed.....	128	60
Teacher acts as janitor.....	80	38
Buildings reporting—		
Assembly rooms.....	10	
Library rooms.....	37	
Workrooms.....	12	
Rest or cloak rooms.....	58	
Fence:		
Yards with fence.....	70	
No fence.....	143	
Irrigation:		
Yards irrigated.....	24	
Yards dry or not reported.....	163	
Trees:		
Yards with trees.....	104	
Yards with no trees.....	98	
Playground equipment:		
Number having equipment.....	66	32
Number not reporting any equipment.....	135	68
Toilets:		
One only.....	24	12
Two.....	176	88
Condition of toilets:		
Good.....	96	50
Fair.....	59	31
Poor.....	38	20
Water source:		
Well.....	128	60
Carried from home, springs, or river by pupils.....	65	31
Number not reporting this item.....	20	9

The problem of obtaining satisfactory school grounds in Arizona, especially in rural districts, is not easily solved, because of the difficulty of selecting proper locations in relation to population, accessibility, water supply, and other considerations. It is evident that in determining the present locations little forethought was used and that no plans were made for anything beyond the mere site of the building. The need of playgrounds or of shade trees or shrubbery was not taken into consideration. There seems to be more or less common feeling in rural communities that country children have little need of playgrounds. This is a mistaken idea; playgrounds with simple equipment are a necessity, not a luxury.

Securing a suitable location is made more difficult because of the necessity of considering water supply. Approximately 60 per cent of the schools now have water on the school grounds. In one-third of the schools water is carried in buckets, or the children bring their own supply in canteens. The water supply also affects health and cleanliness. Sanitary fountains should be supplied where possible. Individual drinking cups, if kept clean and free from dust and germs, may be satisfactory if the water is kept in covered jars. In many of the schools visited individual cups were used, but the water was seldom kept in covered vessels. Not only should drinking water be available at all times, but water should be furnished for washing and for cleaning the schoolhouse, so that it may be as clean and wholesome as in the best homes. One schoolhouse was visited

which had no water supply nearer than 2 miles, but was scrubbed at least every two weeks; another schoolhouse with a good well within 50 feet of the building was never scrubbed, the teacher said. The water supply in several schools was taken from irrigation ditches and railroad tanks; in such cases the water should be filtered and sterilized before used.

Buildings.—Of the school buildings reported, 60 per cent have been built in the past 10 years. Many of these, in spite of their newness, are in unsatisfactory condition. At least one-half of these new buildings are unsatisfactory in lighting, having windows on three or in many cases on four sides. In a State where the sun is as bright as it is in Arizona, window shades are necessary. More than one-third of the schools report no window shades. Practically none of them are heated by jacketed stoves or furnaces, and only a very few have special means of ventilation.

The shifting population of Arizona makes it impractical in many places to build permanent buildings of desirable type. In such cases it is believed that temporary movable buildings should be provided. These might be purchased by the county boards of education and rented to the districts at a reasonable rental. The present law allows State and county school funds to be used for renting school buildings, although it can not be used for erecting new buildings.

Equipment.—The reports and personal inspection indicate that the majority of the rural schools in the State have little useful equipment. In many cases school boards with good intentions have expended considerable funds for equipment, but the equipment is of little practical use. In one district a costly globe was found suspended from the ceiling, but the books not in use were standing in a packing box and the teacher had no desk or chair. The textbooks furnished by the State should be well cared for. Relatively few bookcases for their care were found. This is probably the reason why the loss of books reported elsewhere is so great.

Outbuildings.—Data relative to the conditions of toilets are given above. The reports and personal inspection show that comparatively little attention has been given to their condition. It is unusual to find pits kept clean or disinfected or any attempt made to screen out the flies. A very large number of those visited contained writings and markings of a more or less obscene nature.

(G) TEXTBOOKS.

The present system of handling textbooks furnished by the State seems unnecessarily wasteful. Districts order and obtain more books than they need, and no systematic way for returning those unused is

now provided. The books are poorly cared for, large numbers are lost or destroyed because proper precautions are not taken for their care and delivery. At present the State department has no means of preventing this waste. There should be in the State office one person who could devote his entire time to the direction of the care and delivery of textbooks. The saving in cost of books would be much more than his salary. Requisitions by the county districts should be made through county superintendents, who should have power to revise them in order that only necessary books be included. District clerks should be bonded and held responsible for the care and delivery of the books to the school, which delivery in many cases can be made directly from the publishers. Each county superintendent should have on hand a supply for emergencies. The cost of books furnished to each county by the State should be deducted from the State fund apportioned to each county. Careful investigation should be made of the advantages of handling the State books through a State depository to determine whether the method should be continued or whether the books should be purchased directly from the publishers by the State department, the State department itself acting as depository. If after investigation the depository is retained, the representative of the State department in charge of books should have office room in the depository building and have immediate oversight of the shipment and return of books.

The free textbook system of Arizona has been in operation for three full school years. In 1913-14, the first year, 368,866 books were distributed by the State department, at a cost of \$2.42 per child enrolled and \$3.62 per child in average daily attendance. Sales and fines during the first year amounted to a trifle over 1 per cent of the cost. Additional books purchased the second year cost 63 cents per child enrolled and 96 cents per child in daily attendance. The cost the second year should have been very small.

Exact figures of the number of textbooks lost and worn out each year could not be obtained. Nine counties reported at the end of the year 20,487 "worn out, destroyed, or consumed," and 1,229 sold. The five counties not reporting received nearly one-half of the total number distributed. The total loss, therefore, was approximately 10 per cent the first year. It varied in the nine counties reporting from one-half of 1 per cent in one to 25 per cent in another. The loss in 1915-16 was nearly the same as for 1913-14, the number sold, however, was more than twice as great. That the loss was not greater than in 1913-14 indicates better management, since books had been in use longer.

The rules and regulations of the State board of education for handling the textbooks are adequate. The difficulty lies in the inadequacy of the State superintendent's office force, and also in that

the county superintendents and local trustees are not so careful as they should be. If each county were required to pay for books used and the clerks of the local boards were bonded and held responsible for loss of books, the loss would be much less. County superintendents should be required to collect books furnished to schools in excess of needs. Their offices would then constitute exchanges somewhat similar to that already in operation in Yavapai County. If the State would furnish substantial paper covers for all books and require that they be used, further economy would result.

Adoptions.—When the board of education is reorganized as recommended, it will be necessary to arrange for the preliminary selection of textbooks by some other agency. Probably the best plan will be for the State board to appoint a special textbook committee to consist of the State superintendent and 8 or 10 teachers, supervisors, and superintendents who have practical knowledge of books and the needs of schools. To this committee should be submitted for examination textbooks and publishers' briefs. This committee should make its recommendations entirely on the merits of the books, without reference to prices. Its recommendations should be considered final, and the State board should adopt books recommended by it. The price of books should play little or no part in the final selection. The cost of textbooks is less than 2 per cent of the total cost of schools. A difference of 10 per cent in the costs of two lists of books would amount, therefore, to only two-tenths of 1 per cent in the cost of schooling. In our American schools, and especially in those taught by untrained and inexperienced teachers, the textbook determines in very large measure the course of study, its contents, and the method of teaching, and the value of results. Few teachers correct mistakes in textbooks either as to matter or method of arrangement and presentation. Therefore, the quality of books and their fitness for use in the schools and not differences in price are of prime importance.

Section 2.—COUNTY AND DISTRICT ADMINISTRATION.

The county is now the unit of school support in Arizona. In order to insure that funds may be used wisely and that equal opportunities for education may be furnished to children in all parts of the county, there should be in each county a county board of education charged with the general management of the schools of the county. The county superintendent should be appointed by the board and should serve as its executive officer.

To change the method of selection of county superintendents will require a constitutional amendment. If legislation providing for it be passed in 1917,¹ the constitutional amendment may be voted upon

¹ Sections 1 to 3, inclusive, of this chapter were distributed in Arizona in January, 1917. No action on this matter was taken by the legislature. If action is taken in 1919 the full law would become effective January, 1923.

in the regular election in November, 1918. If adopted it will become effective January 1, 1921, at the expiration of the terms for which superintendents are elected in the 1918 election. Whether this constitutional amendment is passed or not, the county may be adopted as a unit of administration at the beginning of the school year following favorable action by the legislature. Arizona is now organized for management on what is known as the district basis. The districts in many cases are still large. It will be found to be much easier to consolidate the counties into single districts now than it will be later, after the large districts are divided into many small districts. The county system of administration is in operation in 17 States. It has been successful wherever tried, and no State which has tried it has returned to the district system.

The following county system is recommended for Arizona: In each county a board of education, charged with the general control of all schools of the county except those in city districts employing superintendents devoting their entire time to administration and supervision; the county board to be composed of five persons elected at large from the entire county for terms of at least six years, not more than one-third of the terms expiring in any biennium and not more than one member of the board being a resident of a city district; no person employed in the public schools of the county should be a member; the board to appoint the county superintendent, who should be its executive officer. Estimates made by the county superintendent of the amount of money needed for the support of the schools should be submitted to the county board for approval and for transmission to the county commissioners to be included in the tax levy. The county board should have charge of the expenditure of county school funds among the several districts and should set apart an equitable portion for city districts not under its general charge. All expenditures of county and State school funds in the territory under its charge should be made with its approval.

Local school districts should remain as at present, the county board having power to consolidate and divide and to change district boundaries at its discretion. Local trustees should be elected as at present to act as custodians of school buildings, attend to repairs and upkeep, and to have immediate oversight of the schools. They should act under the direction of the county board, observing instructions transmitted through the superintendent, and as agents and representatives of their districts should make recommendations to the county board relative to supplies and equipment needed and teachers to be employed. The local districts should provide school buildings and permanent improvements, and for such purposes should be allowed to tax themselves or to issue bonds as at present. They should be permitted to employ special teachers in addition to those employed

by the county if they desire to do so and are willing to meet the necessary expenses.

The county boards should have power to fix the salaries of county superintendents, determine the number of assistants to be employed, fix their salaries, and employ them upon the recommendation of the superintendents. They should determine the number of schools to be maintained, approve their location, employ teachers upon the recommendation of county superintendents and the local trustees, and purchase through the county superintendents all supplies to be used in instruction in their several counties.

In general administration and supervision city school systems employing superintendents should be independent of county boards and county superintendents, but they should be required to report to them all required statistics and to show that they are complying with all State school laws before any part of the State and county funds is apportioned to them.

(A) THE COUNTY SUPERINTENDENT.

All that has been said in regard to making the office of State superintendent appointive applies equally as well to the office of county superintendent. The superiority of the appointive plan is generally recognized. In 23 States the county or other rural superintendents are now appointed officers; in 25 they are still elected political officers. A recent study made by the Bureau of Education relative to the education, training, experience, and length of time of service of county superintendent shows that the time of service in States where they are appointed is much longer than in the States where they are elected, and that men and women with more general education and teaching experience are selected.

In Arizona the office of county superintendent is handicapped as in other States in which superintendents are elected by the people. The tenure and method of selection do not appeal to many competent and desirable persons trained for educational work who might otherwise be available. Selection depends on the exigencies of a political election, and political expediency must govern more or less the action of superintendents so selected. The term of office—two years—is too short for constructive plans to be carried out, and as there is always the possibility of defeat at the end of the two-year term, there is little incentive to formulate far-reaching policies, and no opportunity to carry them out consistently and consecutively. The biennial election and the primary election preceding it consume several months of the superintendent's time and occur at his busiest season, when the schools are opening. Continuity of service also is a political accident. While some of the superintendents in office at the time of the survey

had served several years, more than half were serving their first term. On January 1, 1917, five new county superintendents assumed office. At every election some of the best-equipped superintendents are lost to the work, and even if their successors are equally well equipped educationally, time is lost while they are getting acquainted with their work and with the teachers and becoming acquainted with the machinery of the office.

Tenure.—The length of service in Arizona is given below. On or before the year 1881, of the 14 counties of the State 10 were organized. Since this date there have been elected 123 different persons to serve as county superintendents of schools, the majority being probate judges serving *ex officio*.¹ This includes those elected in 1916 to serve till January 1, 1919. Of the total number, 58, or 47 per cent, were reelected for the second term.

TABLE 10.—*Number of persons serving as county superintendent since 1881, including those now in office.*

Counties.	County organized.	Different county superintendents since 1881.	Number reelected for second term.	Proportion reelected.	Average term of county superintendent.	Maximum number of years served by one superintendent.
				<i>Per cent.</i>		
Apache.....	1879	13	4	33.3	2.92	8
Cochise.....	1881	13	5	37.7	2.92	.....
Coconino.....	1891	5	3	60.0	5.60	12
Gila.....	1881	12	6	50.0	3.17	.....
Graham.....	1881	10	5	50.0	3.80	8
Greenlee.....	1911	2	1	50.0	4.00	.....
Maricopa.....	1871	8	6	75.0	4.75	12
Mohave.....	1863	10	6	60.0	3.80	8
Navajo.....	1895	4	3	75.0	6.00	10
Pima.....	1863	8	3	37.5	4.75	8
Pinal.....	1875	11	5	45.4	3.63	14
Santa Cruz.....	1899	6	3	50.0	3.33	8
Yavapai.....	1863	9	4	44.4	4.22	8
Yuma.....	1863	12	4	33.3	3.17	10
Total.....		123	58	.....	3.74	8

¹ Was out 6 years; reelected.

Salary.—The average salary of the county superintendants in Arizona is \$1,607. This is higher than in many of the elective States, but is lower than the importance of the position deserves. In two counties reporting to the bureau the annual salary is \$900, in one \$1,000, in one \$1,200, in one \$1,400, in three \$1,500, in one \$1,800, in three \$2,000, and in two \$2,400. The highest paid to a

¹ In the original school laws of the Territory of Arizona the probate judge was *ex officio* county school superintendent. On March 18, 1897, provision was made for the separation of the office of county superintendent of schools in counties of the first class. Maricopa, Yavapai, and Pima elected county superintendents in 1898; Cochise, two years later. Since statehood (February 14, 1912) the office of county superintendent has been a separate and distinct office.

county superintendent is very little higher than the lowest paid to any of the 12 city superintendents in the State who reported to the bureau, although the position is more important and its duties more difficult. The average salary of the 12 city superintendents is \$2,641. Below are given the salaries of several county officers for four counties from which data were received. They indicate a false estimation of the relative importance of the positions.

TABLE 11.—*Salaries of county officers in four counties.*

County officers.	Cochise.	Mohave.	Yavapai.	Maricopa.
Judge.....	\$4,000	\$1,500	\$2,000	\$4,000
Attorney.....	3,000	1,800	2,000	1,000
Sheriff.....	4,000	3,000	4,000	4,000
Treasurer.....	3,000	1,800	2,500	2,000
Superintendent.....	2,000	800	2,000	2,000

Education.—In general and professional education and teaching experience the county superintendents of Arizona rank higher on the whole than those in most States where selection is by popular vote. There is, however, as might be expected, great variation in these essentials, showing that in some counties there is little appreciation of the need of educational experts in the office of superintendent. In two counties the superintendents had had no experience in educational work before assuming the position; one has been re-elected, the other has not. The other 12 superintendents had had teaching experience varying from 6 to 30 years before election, although only one had had supervisory experience or definite preparation for the duties of county superintendent. Three had attended no school beyond the elementary school; one had one year, and one four years of high-school education, but no more. The remaining nine had from five to eight years of education above the elementary school; four report college degrees. Table 12 gives the number of years of school attendance above elementary, and the teaching and supervisory experience of superintendents previous to their election. They are arranged in order of years of education. The city superintendents in the State excel the county superintendents in general education, professional training and supervisory experience. This is shown in Table 15. Practically all of the city superintendents have had eight years of education above the elementary school, and many have had advanced courses and special professional preparation.

TABLE 12.—*Education and experience of county superintendents.*

Superintendent.	School attendance above elementary (years).	College degrees held.	Experience in teaching. ¹	Experience in supervising. ¹
No. 1.....	0		0	0
2.....	0		10	0
3.....	0		20	0
4.....	1		10	0
5.....	4		21	0
6.....	5		6	0
7.....	5		14	0
8.....	54		15	0
9.....	6		9	0
10.....	6	B. S.....	7	0
11.....	7		6	0
12.....	7	B. L.....	12	0
13.....	7	B. L.....	20	0
14.....	8	A. B.....	9	0

¹ Experience previous to assuming present duties.

In January, 1917, 5 superintendents elected in November, 1916, replaced 5 of the 14 in this table. The qualifications of 2 of the new superintendents were lower than those of the superintendents whom they succeeded; of 2, equivalent; of 1, much higher.

TABLE 13.—*Salaries and total expenditures for office of county superintendents, November, 1916.*

Counties.	Tenure, in years.	Annual salary.	Traveling allowance, 1915-16.	Assistants.	Paid for assistants, 1915-16.	Total expenditures, 1915-16.
Apache.....	2	\$1,600	\$268	1	\$300	\$1,830
Cochise.....	2	2,400	250	1	1,200	4,900
Cocoonino.....	2	1,500	200	1		2,825
Gila.....	2	2,000	300		0	2,460
Graham.....	2	1,300	150	1	87	1,583
Greenlee.....	6	2,000	200	1	720	3,500
Maricopa.....	6	2,400	400	1	1,200	4,300
Mohave.....	3	900	250		0	1,300
Navajo.....	2	1,400	400		0	1,850
Pima.....	8	1,500	250		0	1,750
Pinal.....	2	1,300	250		0	1,700
Santa Cruz.....	2	900	250	1		1,450
Yavapai.....	5	2,000	200	1		2,435
Yuma.....	5	1,800	250	1	750	2,900
Average.....		1,607	268			2,572

¹ Part time.

(B) RURAL SUPERVISION.

It is generally conceded that good supervision is necessary for efficiency and that no school system can be conducted satisfactorily without an adequate number of competent professional supervisors. In partial recognition of the importance of supervision every State in the Union has a superintendent and most States have supervisors of special subjects and have county, district, or township superintendents and supervisors. Nearly every city in the United States with a population of 2,500 or over has a superintendent of schools who gives all or most of his time to administration and supervision,

and nearly all cities and large towns have supervisors of special subjects or departments who devote all their time to supervision unhampered by administrative duties. In cities and towns superintendents and supervisors are expected to have education equivalent to at least eight years above the elementary school, professional training equivalent to that given in a normal school or a college or university department of education, and successful experience in teaching.

The county superintendents, who are the supervisors of rural schools in the counties of Arizona, have difficult problems to meet. The teachers are engaged by several different boards, each with different standards of selection and each paying a different salary. There is consequently little uniformity of ideas in regard to school methods and organization. Rural schools are generally widely separated, and only infrequent visits by the county superintendent are possible. Careful supervision requires under such circumstances special consideration and is very much more difficult to secure than in cities in which teachers are engaged on the nomination of the superintendent and in which minimum qualifications as to training and experience are prescribed, and reasonable salary and tenure during good service are assured. Frequent visits by the supervisor are possible also because distances between schools are not great and there are several teachers in each school.

The quality of the supervision which a county procures for its schools is governed by the qualifications of the superintendent, the amount and kind of work required, and the conditions under which it is accomplished. It is evident that the method of selection of the superintendent, if he is to administer and supervise schools successfully, is an important consideration in their proper conduct; and that tenure of office and salary must be of a nature to appeal to capable, experienced, and well-trained educators.

Rural schools in Arizona are supervised by political officers elected biennially at the general election in the same manner as other county officers are elected. The law requires no qualifications of an educational nature. A recommendation has been made in previous pages to remedy both of these difficulties. The law does not require the superintendents to devote their entire time to their work. Three of those in office in 1916 did not do so. One, receiving a salary of \$900 a year, gave only three-fourths of his time; one, receiving \$1,400, gave 90 per cent, and the third, receiving \$1,500, gave but 50 per cent. The salary in the third case, at least, seems sufficiently high to justify one who accepts the position to spend his full time in performing its duties. Data in a following table show that the Arizona superintendents devote the greater part of their time to administrative duties and divide the remainder about equally between traveling and

classroom supervision. They visit each teacher usually twice a year (three visit but once) and spend from one to three hours in each classroom. They have from 10 to 90 school buildings to visit, the majority of which (50 to 90 per cent) are 1-teacher schools. The number of teachers to be visited varies in the different counties from 28 to 143. Four superintendents have full-time clerical assistants, 4 have clerical assistants part of the time only, the other 6 have none.

The county superintendent can not supervise as many teachers as the city superintendent, because of the distance which must be traveled to reach them. In rural schools from 30 to 40 teachers is about the maximum which one person can adequately supervise. It should not be forgotten that rural teachers need the assistance of a supervisor more than city teachers, for relatively few experienced and trained teachers are employed in rural schools. In Arizona, as in other States, it is customary for inexperienced and sometimes untrained teachers as well to serve their apprenticeship in rural schools, and to be employed by the cities when they have proved themselves efficient. Data given later show that the percentage of inexperienced teachers employed in rural schools of Arizona is much greater than in the city schools.

Another factor governing the quality of supervision is the number of new teachers, new to the district and new to the county superintendent, who are employed. Much of the work of the supervisor consists in familiarizing the new teachers with the conditions they must meet in their communities and with the kind of work as to the routine organization and teaching methods which he expects to be followed within the county. In 1915-16 in one county 80 per cent of the teachers were new to the district and 48 per cent new to the county.

Seven counties in Arizona have now more schools than one superintendent can properly supervise, and in but two of these are the salaries allowed large enough to enable the superintendents to have an assistant supervisor. The county superintendents in Arizona have a greater amount of office work than those in many other States, since they must draw warrants and keep financial accounts for the districts. As a result of this office work and of the long distances to be traveled to reach isolated schools, the supervision of teachers is entirely inadequate.

A general comparison of the efficiency of county and city supervision in Arizona may be made from the two following tables. City superintendents have better education, training, and experience, including supervisory experience, than the county superintendents. Of the 12 reporting 11 have the equivalent of a full college education. Three have assistant supervisors (principals and supervisors of music, drawing, manual training, and household economics not in-

cluded), and all but one have clerical assistants. The city superintendents visit teachers much oftener, as they have fewer teachers and fewer buildings to supervise. Also they select or help select teachers, and fewer inexperienced ones are employed in the city than in the country.

Members of the bureau staff made a study of the methods of supervision in nine counties of the State. This study and the visits made disclose the fact that while a number of superintendents in Arizona are unusually capable, conscientious, and enthusiastic, this is by no means true of them all, and that on the whole rural-school supervision in the State is ineffective and unsatisfactory.

The teachers' opinion of the supervision they receive is important. Of those not in supervised city systems and teaching at least their second year in Arizona, 8 per cent report that they received no visit from the county superintendent during the previous year; 36 per cent report 1 visit; 42 per cent, 2 visits; 7 per cent, 3 visits; and 6 per cent, more than 3 visits—31 per cent report they received no help from the county superintendent; 35 per cent report they received little help; and 34 per cent report they received much.

The committee recommends that Arizona schools be entirely removed from political influence; that the county superintendent be an educator by profession, not a politician; that he be appointed by a board who shall select him because of educational fitness and administrative ability; that he be paid a salary commensurate with the importance of the work he is engaged to perform, and that he be retained during good service; that duties specifically referred to herein and others of an educational nature concerning the county schools should be performed by or with the advice of the county superintendent.

TABLE 14.—Work of the 14 county superintendents, reported by themselves.

Counties.	School buildings in county.	One-teacher buildings in county.	Number of teachers under county superintendent.	Time spent in work.	Proportion of time devoted to—			Number of visits per year.	Average time per visit.	Percentage of teachers.		
					Visiting.	Administration.	Travel.			First year in county.	First year in district.	No previous experience.
					Perct.	Perct.	Perct.		Hours.			
Apache.....	10	5	38	All...	20	60	20	2	1	5	5	5
Cochise.....	90	66	143	All...	25	50	25	1	1	45	50	5
Cocconino.....	17	12	46	All...	25	60	25	2	2	27	37	25
Gila.....	37	20	110	All...	33½	66½		1	1			
Graham.....	43	26	88	All...	20	75	5	2	1½	42	58	16
Greenlee.....	26	14	98	All...	10	90	10	1	1	20	25	5
Maricopa.....	86	18	128	All...				2	1½	20	60	20
Mohave.....	21	17	33	½		25		2	2			
Navajo.....	24	15	41	½	5	90	5	2	1½	41	60	14
Pima.....	30	24	36	All...	25	75		1	1	33½	33½	10
Pinal.....	37	22	81	All...	10			2	2	48	64	28
Santa Cruz.....	25	22	28	All...		75		2	1½	33½	80	
Yavapai.....	68	23	75	All...		33½		2	2	60	54	25
Yuma.....	25	22	51	All...				2	3	33½	33½	0

TABLE 15.—Data relating to 15 city superintendents, reported by themselves.

Cities.	Number of school buildings in city.	Number of teachers under city superintendent.	Time spent in work.	Proportion of time devoted to—		Number of visits per year.	Average time per visit.	Percentage of teachers.	
				Visiting.	Administration.			First year in district.	No previous experience.
				Per cent.	Per cent.		Hours.		
No. 1.....	4	26	All.....	25	75	10	4	42	4
2.....	4	28	All.....	5	95	4	1	0	0
3.....	5	25	All.....	67	33	25	1	30	0
4.....	11	100	All.....	25	75			18	5
5.....	9	182	All.....	55	50	20	5	5	5
6.....	4	27	All.....	25	75	10	10	40	20
7.....	5	40	All.....	55	50	10	10	27	74
8.....	1	13	All.....	33	67	40		30	0
9.....	12	90	All.....	80	20				
10.....	3	22	All.....					30	30
11.....	7	45	All.....						
12.....	3	21	All.....						
13.....	8	111	All.....	50	50			10	10
14.....	6	41	All.....	80	20	35	1	40	124
15.....	3	9	All.....					33	0

¹ Have supervisory assistants in addition to special supervisors, as of music, etc. All but one have clerical assistants.

Section 3.—REVENUE AND SUPPORT.

(A) SOURCES OF SUPPORT.

The schools of Arizona derive their support principally from two sources—the State school fund and a county general school tax. In addition there is State aid for agricultural and industrial instruction in high schools, paid out of the State general fund; and many districts collect local taxes to supplement funds received from the State and county for the employment of special teachers and for other special purposes. Money for building and equipment is raised by local taxation. No portion of the State and county funds is supposed to be used on the plant except for general upkeep. The schools receive a portion of the rentals from forest reserves in counties in which the forests are located.

Revenue from State.—The State school fund consists of (1) a continuing appropriation by the State legislature of \$500,000 per year, (2) annual rentals of State school lands, and (3) interest on the permanent school fund. The amount received from rentals for 1914-15 was \$24,165.09. The permanent school fund is very small. It is derived from the sale of school lands, and on June 30, 1915, amounted to \$9,542. It is invested at $2\frac{1}{4}$ per cent. The interest received in 1914-15 was \$147. Comparatively little school land has yet been sold. The total amount received by the State from the national forest fund was \$63,398.

The total amount of the State school fund apportioned by the State to the several counties in the school year 1915-16 was \$522,357.

This does not include the forest fund. In addition to this amount there was expended during the same year from the State funds the following amounts:

Salaries, State department of education.....	\$6, 557
Office expenses, State department of education.....	2, 562
State board of examiners, salaries and expenses.....	1, 175
State board of education, expenses.....	792
Travelling expenses, officers of State department.....	741
Teachers' pensions.....	3, 000
Textbooks.....	31, 476
Total	46, 303

This, together with the amount apportioned, amounts to \$568,660. In 1915-16 the State paid out of the general fund for agricultural and industrial education, previously mentioned, \$44,824.

Revenue from county.—The total amount of county funds for 1915-16 was 57 per cent of the total expended on elementary schools. The rate of the county tax is fixed by the county board of supervisors. On or before the first day of August in each year each county superintendent is required to furnish to the board of supervisors an estimate of the amount of school funds needed the ensuing year. In making this estimate the superintendent takes into consideration estimates of each local board of trustees. The county superintendent's estimate must be sufficiently large to provide at least \$35 for every child in average daily attendance during the six months showing the highest average daily attendance of the preceding school year. To this sum he must add a sufficient amount to make not less than \$850, or more than \$1,000 for each one-teacher school; also he must add to these amounts 10 per cent more to be used as a reserve fund to provide for increased enrollment in the several districts. Before the taxes are levied the board of supervisors subtracts from the estimate of the county superintendent the amount to be received from the State, and levies such rate as will raise the remainder. Part of the county funds is derived from a poll tax of \$2 assessed on all males 21 to 60 years. If any district board of trustees states that it needs more money than would be provided by this general tax, the county superintendent so certifies to the county board of supervisors and the county board levies an additional special tax on the district.

The school tax of each county is collected by the county treasurer, who places it to the credit of the individual school districts as apportioned by the county superintendent. The treasurer keeps separate accounts of school moneys, and pays them out on warrants drawn by the county superintendent.

The county superintendent apportions to each district not less than \$35 per capita upon the average daily attendance for the best

six months of the preceding year; the minimum apportionment to any district, however, being not less than \$850. The reserve fund is apportioned later in the school year to districts which have maintained schools for at least five months and whose average daily attendance has been greater than that during the preceding year. The increased daily attendance is the basis of apportionment. Any unexpended portion of the reserve fund at the end of the year remains to the credit of the county school fund and is used during the following year in the general fund. Funds apportioned to the several districts not expended at the end of the year remain on hand to the credit of the districts.

The total amount raised by county taxes for school purposes for the year 1915-16 was \$890,049.

Revenue from districts.—Special taxes may be levied in the local districts, as already stated, by the board of trustees to raise funds for special purposes, such as extending the school term, employing special teachers, repairs, equipment, etc. The amount so collected in the State for the year 1915-16 was \$136,038. Much of this was raised in city districts to employ special supervisors, particularly of manual training and domestic science. Any district may, on the vote of the electors of the district, bond itself for building purposes.

Revenue for high-school purposes.—The high schools of the State are supported almost wholly from local funds raised by taxes on the property in the high-school district. High-school districts in some cases are elementary school districts also, but as a rule are union districts including two or more common-school districts. The total amount of money raised in 1915-16 by local taxes for high-school purposes was \$305,210. In addition to this, high schools carrying out satisfactorily a program of industrial education receive from the State a reimbursement equal to the total amount expended for such work, up to a maximum of \$2,500.

State funds.—Arizona, by providing from State funds an annual appropriation of \$500,000 and special aid for agricultural and industrial education, is contributing liberally to the total cost of maintenance of its public schools, as compared with other Western States. A comparison with the other mountain States in regard to the total cost borne by the States in 1913-14, the latest year for which figures are available, follows. Arizona increased its amount to approximately 30 per cent in 1915-16.

TABLE 16.—Percentage of public school cost paid by States.

	Per cent.		Per cent.
Oregon	6	Washington	24
Colorado	7	Wyoming	25
Idaho	11	California	28
New Mexico	15	Nevada	31
ARIZONA	21	Montana	43
Utah	24		

Arizona's ability to support schools is shown by the following three tables:

TABLE 17.—Number of men 21 years or over for each 100 children 5 to 18 years of age (1913).

Utah	85	Washington	151
New Mexico	88	Montana	165
Idaho	113	California	166
Colorado	125	Wyoming	170
ARIZONA	129	Nevada	189
Oregon	148		

TABLE 18.—Number of adults for each 100 children 5 to 18 years of age (1913).

Utah	190	Washington	253
New Mexico	162	Montana	261
Idaho	190	Wyoming	269
ARIZONA	213	Nevada	269
Colorado	231	California	301
Oregon	253		

TABLE 19.—Estimated true value of property for each child of school age, 5 to 18 (1913).

New Mexico	\$4,700	Oregon	\$11,100
Idaho	5,900	Montana	12,300
Utah	6,500	California	15,500
ARIZONA	8,600	Nevada	28,400
Wyoming	10,200		
Washington	10,400	Average for United States	7,337
Colorado	11,100		

The following table shows how much the Western States spend on education per \$100 of *assessed* valuation and also of *true valuation* as estimated by the United States Bureau of the Census. The figures are for 1912, the latest available:

TABLE 20.—Expenditure for public schools in relation to taxable property, 1912.

States.	Expenditure for public schools, excluding debt paid.	Valuation of all taxable property, in millions of dollars.		Expenditures for public schools for each \$100 of valuation.	
		Assessed valuation (millions), 1912.	True valuation (millions), 1912.	Assessed valuation.	True valuation.
United States.....	\$482,896,793	69,463	175,425	Cents. 69.5	Cents. 27.5
Western Division:					
Montana.....	3,354,934	347	1,112	36.2	30.1
Wyoming.....	997,022	781	345	55.2	29.0
Colorado.....	6,527,569	422	2,296	154.6	28.5
New Mexico.....	1,112,840	72	966	158.6	22.1
ARIZONA.....	1,221,624	146	467	84.2	27.1
Utah.....	3,636,695	200	735	181.1	49.5
Nevada.....	625,563	101	441	61.9	14.2
Idaho.....	2,959,124	168	591	176.7	50.1
Washington.....	10,526,931	1,006	3,656	104.7	34.4
Oregon.....	6,666,111	606	1,643	67.3	32.0
California.....	28,973,621	2,621	4,623	82.1	30.9

The amounts that the State of Arizona expends for educational purposes and for all other purposes are stated below. It will be noted that the State expenditures for schools was approximately 20 per cent of the total of expenditures for the year 1915; that the amount expended on the two State normal schools and the State university was 18 per cent; the amount expended on the four State institutions (the insane asylum, industrial school, penitentiary, and Home for Pioneers) was 12 per cent of this total. In other words, the total expended on education and charities and corrections was a little larger than the amount spent for all other purposes. The moneys received from the Federal Government for the benefit of the agricultural and mechanical college (\$60,000) and the amount received to the credit of the national forest reserve fund (\$63,398), part of which was used for public schools, are not included in these figures.

EXPENDITURES OF STATE FUNDS, 1915.

State Hospital for Insane.....	\$157, 812
State Industrial School.....	50, 087
State Penitentiary.....	101, 927
Home for Arizona Pioneers.....	11, 196
	<hr/> 321, 622
North Arizona Normal School.....	88, 214
Tempe Normal School.....	181, 308
State University.....	197, 090
	<hr/> 466, 591
State school fund.....	508, 205
Total of above.....	<hr/> 1, 296, 418
All other State expenditures.....	1, 282, 643
Grand total.....	<hr/> 2, 579, 061

(B) DISTRIBUTION OF STATE FUNDS.

The system of financing the schools of Arizona is on the whole satisfactory, much more so than that of most States. Approximately 30 per cent of the total amount expended on schools is contributed by the State; 61 per cent of the total is derived from county taxes; 9 per cent from local district taxes. Very little complaint was found relative to the method of raising funds. There was, however, considerable dissatisfaction expressed relative to the method of distributing the State funds to the counties. It is apportioned on the basis of the number of children 6 to 21 years of age. This method does not take into consideration the great variation in the ability of

the counties to support schools, as shown by their per capita valuation; nor does it take into account what the counties are actually doing in public education. The committee believes that this complaint is justified and recommends a change in the system of distributing the State funds.

It recommends:

(1) That there be paid to each county an amount equal to approximately \$200 for every teacher employed in public elementary and secondary schools.

(2) That the remainder of the State school fund be apportioned among the counties on the basis of the aggregate attendance.

(3) Before distribution a portion should be withheld from each county sufficient to pay for the textbooks and other instructional supplies purchased by the State for the public schools in the county.

(4) That the support of the State department of education be provided for by direct appropriation from the State general funds as other State departments are supported and that the necessary funds for teachers' pensions and special aid of all sorts be provided also by special appropriation. This is now done in the case of aid for agricultural and industrial education in secondary schools.

The method of distributing the county funds is satisfactory under the present organization. The committee recommends, however, that the county system of administration be adopted. If this be adopted, the funds should be expended by the county board in such a way as to insure equally good schools as far as practicable in all parts of the county. As city districts employing superintendents giving their full time to administration and supervision would be independent of the county board of education in management, in the system recommended the county board should apportion to the city district an equitable amount of the county funds. Under present conditions the present basis (in proportion to the average daily attendance for the six months when the attendance is highest) is satisfactory. Even with the county system, local districts should continue to raise funds for special purposes and, upon majority vote of the electors, to issue bonds for building purposes.

The recommendation for changing the basis of apportionment of State funds is made on the generally accepted supposition that State funds are supposed to equalize the burden of supporting schools in the various counties because the State desires an equally well-educated population in all of its parts. Some counties must always have low valuation and a large school population, and even with high taxes have difficulty in raising enough money to support good schools. The reverse condition is also always found. That both conditions are found in Arizona is evident from the following table, which shows the assessed valuation, the number of children of school age, and the valuation per child of school age (6 to 21) for each county:

TABLE 21.—*Valuation by counties, 1915.*

Counties.	Total valuation as determined by State board, 1915. ¹	Number of children 6 to 21 years February, 1915.	Wealth per child 6 to 21 years of age.
Apache.....	\$6,381,427	1,161	\$5,496
Cochise.....	101,410,686	11,229	9,031
Coconino.....	17,306,189	1,181	14,654
Gila.....	42,251,511	3,635	11,493
Graham.....	10,627,679	2,959	3,592
Greenlee.....	28,065,064	3,535	7,932
Maricopa.....	73,362,415	13,633	5,421
Mohave.....	14,962,507	579	17,022
Navajo.....	8,137,123	2,211	3,680
Pima.....	26,007,756	5,806	4,479
Pinal.....	25,231,433	2,212	11,407
Santa Cruz.....	6,958,704	2,802	2,483
Yavapai.....	45,551,978	3,332	13,674
Yuma.....	14,277,942	1,943	7,348
Total.....	420,532,412	56,471	7,445

¹ From report of State board of equalization.

In Table 22 the counties are arranged in order of the valuation per school child 6 to 21 years. There is given also their valuation per school child in average daily attendance in schools during 1915-16. To raise a certain amount per school child Santa Cruz would have to make a levy seven times as large as would Mohave to raise an equal amount. To support schools for the children actually attending, Graham County would need a levy six times as great as would Mohave, if support depended wholly on county taxes.

TABLE 22.—*Valuation per school child and per child in average daily attendance.*

Counties.	Valuation per child (6-21).	Valuation per child in average daily attendance.
1. Santa Cruz.....	\$2,483	\$7,531
2. Graham.....	3,592	5,090
3. Navajo.....	3,680	6,169
4. Pima.....	4,479	9,338
5. Maricopa.....	5,421	10,245
6. Apache.....	5,496	9,075
7. Yuma.....	7,348	13,795
8. Greenlee.....	7,932	12,358
9. Cochise.....	9,031	15,900
10. Pinal.....	11,407	16,427
11. Gila.....	11,493	15,950
12. Yavapai.....	13,674	25,692
13. Coconino.....	14,654	22,953
14. Mohave.....	17,022	29,224

The distribution of the State funds on the census basis, the present Arizona plan, not only does not equalize the burden among the counties, as the above table shows, but it also does not contribute equitable amounts to the counties in proportion to what they are actually doing in education. The per capita cost of maintaining schools does not depend upon the number of children 6 to 21 living in the county or district, but upon the number who attend school,

the number of days school is maintained, and the number of teachers employed. A distribution on census basis takes none of these factors into account; this is particularly true when the census includes all the children from 6 to 21 years of age, or 5 years beyond the compulsory age limit and 2 years beyond the normal age of graduation from high school.

Table 23 gives the counties of the State arranged according to the property valuation per school child 6 to 21 years of age, the amount received from the State divided by the number of children in average daily attendance, and the amount received from the State divided by the number of teachers employed.

TABLE 23.—Comparison of valuation per child, with amount received from the State divided by average daily attendance and by the number of teachers.

Counties.	Assessed ¹ valuation per child (6-21).	Amount re- ceived from State for every child in average daily attend- ance.	Amount re- ceived from State for each teacher employed.
1. Santa Cruz.....	\$2,453	\$28.05	\$539.86
2. Graham.....	3,562	13.42	346.45
3. Navajo.....	3,680	15.51	371.85
4. Pima.....	4,479	19.39	526.53
5. Maricopa.....	5,421	17.48	409.09
6. Apache.....	5,496	15.25	366.86
7. Yuma.....	7,348	17.36	352.40
8. Greenlee.....	7,932	14.40	419.55
9. Cochise.....	9,021	16.28	496.93
10. Pinal.....	11,467	13.65	292.52
11. Gila.....	11,493	12.87	374.57
12. Yavapai.....	13,674	17.37	317.73
13. Coconino.....	14,654	14.49	242.78
14. Mohave.....	17,029	16.49	325.20

¹ Valuations as equalized by the State board of equalization.

Tables 24 and 25 give the counties arranged in order of the amount received from the State per child in average daily attendance and per teacher employed, respectively.

TABLE 24.—The State fund received by each county per child in average daily attendance (1915-16).

1. Gila.....	\$12.87	8. Cochise.....	\$16.28
2. Graham.....	13.42	9. Mohave.....	16.49
3. Pinal.....	13.65	10. Yuma.....	17.36
4. Greenlee.....	14.40	11. Yavapai.....	17.37
5. Coconino.....	14.40	12. Maricopa.....	17.48
6. Apache.....	15.25	13. Pima.....	19.39
7. Navajo.....	15.51	14. Santa Cruz.....	28.05

TABLE 25.—The State fund received by each county per teacher employed (1915-16).

1. Coconino.....	\$242.78	8. Gila.....	\$374.57
2. Pinal.....	292.52	9. Yuma.....	352.40
3. Apache.....	308.86	10. Cochise.....	409.93
4. Yavapai.....	317.73	11. Maricopa.....	409.09
5. Mohave.....	325.20	12. Greenlee.....	419.55
6. Graham.....	346.45	13. Pima.....	526.53
7. Navajo.....	371.85	14. Santa Cruz.....	539.86

. It will be noted from the above tables that Santa Cruz County, which has the lowest valuation per child of school age, receives from the State the highest amount in proportion both to the number of children in average daily attendance and to the number of teachers employed. Graham County, however, which has the second lowest valuation, receives the second lowest amount per child in average daily attendance and the sixth lowest amount in proportion to the number of teachers. The reason that Santa Cruz, Pima, and perhaps other counties receive such a large amount per child in average daily attendance and per teacher employed is because the school enrollment and the average daily attendance are very low in proportion to the total number of children on the census. The figures showing the number of children enrolled and in daily attendance in public schools are shown in a later table.

The table below shows the proportional number of children in public schools, in private and parochial schools, and not in any school. They are taken from the official reports of the county superintendents and include all children 6 to 21 years or age. They are undoubtedly inaccurate in many cases, for several counties report that more than 80 per cent of the total school population are enrolled in school. Approximately 20 per cent of the population 6 to 21 years of age are over actual school age, and it is improbable that in any county over 80 per cent of the school census 6 to 21 years actually attend school.

TABLE 26.—Percentage of population 6 to 21 years of age in schools and not attending school (1915-16).¹

Counties.	Attended public schools.	Attended private or parochial schools.	Did not attend school.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
Apache.....	77	7	16
Cochise.....	72	3	25
Coconino.....	70	11	19
Gila.....	80	1	19
Graham.....	78	6	16
Greenlee.....	76	1	23
Maricopa.....	81	4	15
Mohave.....	65	11	24
Navajo.....	72	14	14
Pima.....	57	12	31
Pinal.....	77	1	22
Santa Cruz.....	47	5	48
Yavapai.....	70	5	25
Yuma.....	78	1	21

¹ From the reports of the county superintendents to the State superintendent.

Because aggregate attendance data are not available, the exact amount can not be computed to show what each county in Arizona would receive if the State funds were distributed as recommended. However, the following table, in which average daily attendance is

used, shows very nearly the amount. It is computed for the State funds of 1915-16 and allows each county \$200 for each teacher employed during the year, the remainder of the State funds being apportioned on the basis of the average daily attendance. Division on the average daily attendance basis and on the aggregate attendance basis would give the same results if the average number of days schools are maintained in all counties were the same. Aggregate attendance is equal to the average daily attendance multiplied by the average number of days in the school year; in reality it is the total number of days attended by all pupils. It may be noted that nine counties would have received under this system of distribution more than they did under the census basis of distribution, and five counties would have received less. The total amount taken away from these five counties and given to the nine counties would have been \$28,053.

TABLE 27.—Amount from 1915-16 State funds each county would have received if apportioned \$200 to each teacher employed, the remainder on the average daily attendance basis.

Counties.	State apportionment in 1915-16 on census basis (6 to 21).	Amount if apportioned on teacher and attendance basis.	More than on census basis.	Less than on census basis.
Apache.....	\$10,740	\$12,670	\$1,930	.....
Cochise.....	103,868	102,096	.....	\$1,772
Coconino.....	10,925	15,082	4,157	.....
Gila.....	34,066	39,534	5,448	.....
Graham.....	27,370	32,225	4,855	.....
Greenlee.....	32,727	34,091	1,364	.....
Maricopa.....	125,180	118,883	.....	6,296
Mohave.....	8,130	8,972	842	.....
Navajo.....	20,452	21,625	1,173	.....
Pima.....	53,706	42,835	.....	10,871
Pinal.....	20,460	25,875	5,414	.....
Santa Cruz.....	25,918	17,043	.....	8,875
Yavapai.....	30,820	33,660	2,870	.....
Yuma.....	17,973	17,737	.....	236
Total.....	\$ 522,357	522,357	28,053	28,053

¹ The figures include an apportionment made early in July, but carried on the books of the State department as 1915-16 funds.

(C) STATE FUNDS FOR SPECIAL PURPOSES.

Money for special purposes in education should be taken from the State treasury out of the general State fund rather than from the school fund. This is now done in the case of one appropriation only—that for industrial education. Other special funds (for the support of the State department, for State textbooks, and teachers' pensions) are taken from the school fund.

Unless the regular State fund remains intact for apportionment for regular school work, counties and districts will be unable to know what they are to receive. All special appropriations that may

be made from it decrease the amount available for apportionment.¹ At the same time the amount needed will increase, owing to the increase in school population. The State school fund is increasing, of course, through greater rentals and the sale of school lands; however, it does not seem probable that the rate of increase will be as great as the rate of increase in school attendance, at least for several years.

For this reason the committee recommends that the expenses of the State department of education, including salaries, be paid by direct appropriations, as other State departments are supported, and that money for special purposes, such as teachers' pensions, be provided by direct appropriation. The legislature should not attempt to determine the number of employees in the State department nor to fix the salaries paid the State superintendent and his assistants. These are matters for the State board of education. The appropriation for the department should be a lump sum, the State board having the same authority to determine the number of employees and to fix salaries within the appropriations that the board of regents of the university now has. Money required for textbooks may well continue to be paid from the State school fund before distribution, as also may money spent for other instructional supplies that may be furnished by the State department to all schools.

As already stated, the method of raising county funds seems very satisfactory. It assures sufficient money for all schools for ordinary maintenance and support. In large measure it is responsible for the excellence of the Arizona schools. While the present system of local administration continues, the present system of distribution is satisfactory. The change in the system of administration recommended would require slight changes in the system of distribution.

The principal complaints relative to the present financial system are:

(1) State and county funds in the hands of the county treasurer at the beginning of or early in the school year are not apportioned till early in the winter, usually in December. School districts are often without funds for several months unless an unexpended balance is on hand at the close of the previous year. This makes it neces-

¹ An example of this may be seen in the present pension system. The law provides that any person having completed 25 years of teaching service in Arizona may be retired by the State board and will then be paid from the State school fund \$600 a year until death. In 1915-16 pensions were paid to five persons, the total amount being \$3,000. In round numbers, \$10,000 has been paid since the passage of the law in 1912. Reports received from approximately 80 per cent of the teachers in the State show that among them are 4 who will be eligible for pensions in July, 1917, and 50 who will be eligible in the next 10 years. The present Arizona pension system is unscientific and not in accordance with pension schemes generally recognized as acceptable. For information, see the discussion in Bureau of Education bulletin, 1916, No. 14, *State Pension Systems for Public-School Teachers*.

sary in many districts to borrow money in order to pay the salaries of the teachers and employees. One large city reports paying in the fall of 1915 nearly \$800 in interest, having borrowed money from local banks at 8 per cent, while sufficient State funds were in the county treasury unapportioned, to have paid the teachers' salaries for the first month, saving one-half this interest. If taxes were made delinquent after September 1 instead of after December 1, money would be available at the beginning of the school year.

(2) District boards expend funds for whatever equipment they may think desirable, whether such equipment is of any value for instructional purposes or not. The complaint is general that many unwise purchases of this sort are made. One county superintendent writes, "My county has many thousands of dollars tied up in worthless junk, much of which has never been used." The inspection made by members of the bureau staff shows that these complaints are justified. The county superintendents draw warrants to be paid by the county treasurers on the order of the school trustees and theoretically approve all expenditures. In practice the approval in most counties is a mere matter of form. Few superintendents question the purposes for which the funds are expended, so long as they are for school purposes and no evidences of graft are manifest. It is doubtful under the law whether they have any real authority to do otherwise and a court decision should be had. Very much greater satisfaction would come if all instructional supplies were purchased in each county by the county superintendent.

(3) The State and county school funds are intended for salaries of teachers and other employees and for maintenance. If a balance remains in the school fund after the expense of maintaining the school for eight months has been actually paid, it may be used for repairing the schoolhouse, improving the school ground, purchasing school furniture, fixtures, equipment, and supplies, but not for building purposes or for paying interest on bonded indebtedness. It may remain as unexpended balance to be used the following year. In many cases it is used for paying rent where buildings for school purposes are rented. In some instances in the State, buildings have been erected for school purposes by private persons and rented to the school district with the understanding that after the payment of a specified rent for a certain number of years the building shall become the property of the district. In reality this is using State funds for purposes specifically forbidden by the law.

(4) Local districts are permitted by law to raise money for building by direct taxation or bond issue. The electors determine the location of the school buildings and the amount of money to be raised, leaving to the trustees the design of the building and its

erection. Trustees not familiar with the elements of modern school sanitation are erecting buildings as unsatisfactory as those erected a generation ago.

All of these defects may be remedied in large measure by the adoption of the county system suggested elsewhere in this report, making the county board of education, through the county superintendent as its executive officer, responsible for the purchase of all school supplies and other expenditures and requiring plans for buildings to be approved by the State Department.

Section 4.—URBAN SCHOOL DISTRICTS.

Twenty-four city districts in Arizona employ city superintendents, some of whom, however, devote only part time to administration and supervision. Members of the bureau staff visited schools in 19 of these cities. The equivalent of the full time of one person for 11 weeks was devoted to 12 of the largest cities, the time being spent in classrooms observing the instruction and in conference with superintendents and principals. In addition, the time of one person for three weeks was spent in inspecting school buildings in seven cities and in brief visits to the buildings in six others. Table 28 gives general data of the city elementary schools.

(A) GENERAL ADMINISTRATION.

Relation to the State and the municipality.—The public-school system in an Arizona city district is a State and not a municipal matter, the city schools being governed entirely by State law and not by special city charter provision. The city school district and the municipality may or may not have boundaries that are coterminous. Usually the school district is much larger than the municipality, in some instances twice as large. The State law for city districts in regard to the organization of the school board, its powers, duties, etc., is the same as for other school districts.

TABLE 28.—Arizona cities, school year 1915-16.

Cities.	Number of children, 6-21.	Number of children, 6-16.	Number enrolled.	Per cent enrolled to census, 6-21.	Average number be- longing.	Per cent of attend- ance on average number belonging.	Average daily at- tendance.	Per cent of attend- ance on enroll- ment.	Per cent of attend- ance on census, 6-21.	Months school main- tained.	Teachers employed.	Total expenditure.
1. Benson.....	217	141	167	78.9	121	91.4	111	66.4	51.1	9.0	5	\$5,544.21
2. Bisbee.....	3,740	2,185	2,489	68.5	1,847	94.7	1,750	70.3	46.7	9.5	54	65,523.82
3. Chandler.....	396	268	412	104.3	294	83.0	272	68.0	68.8	9.0	12	15,532.39
4. Clarksdale.....	314	164	304	96.8	212	94.2	199	65.4	63.3	10.0	10	12,277.13
5. Clifton.....	1,520	882	1,120	74.3	815	96.0	785	69.4	51.6	9.0	31	37,047.29
6. Douglas.....	3,814	2,439	3,140	82.3	2,352	95.9	2,257	71.5	59.1	9.0	74	90,752.50
7. Flagstaff.....	646	370	402	62.2	261	92.0	241	59.9	37.3	10.0	14	20,788.15
8. Florence.....	437	286	254	81.0	274	85.6	262	74.0	59.7	9.0	12	14,277.48
9. Glendale.....	564	333	534	94.6	399	94.0	374	70.0	66.3	9.0	16	16,437.00

TABLE 28.—*Arizona cities, school year 1915-16—Continued.*

Cities.	Number of children, 6-21.	Number of children, 8-16.	Number enrolled.	Per cent enrolled to census, 6-21.	Average number be- longing.	Per cent of attend- ance on average number belonging.	Average daily at- tendance.	Per cent of attend- ance on enroll- ment.	Per cent of attend- ance on census, 6-21.	Months school main- tained.	Teachers employed.	Total expenditure.
10. Globe.....	1,563	1,065	1,317	84.2	1,013	96.0	976	74.1	62.4	10.0	28	\$50,631.66
11. Jerome.....	701	409	567	80.8	413	95.4	394	69.4	56.2	10.0	17	24,151.59
12. Kingman.....	325	162	236	72.6	166	95.3	158	70.0	48.6	9.0	6	6,633.34
13. Mesa.....	1,270	865	1,003	78.9	763	96.0	721	71.8	56.8	9.0	28	28,954.75
14. Miami.....	828	533	890	107.4	600	94.0	571	64.1	68.9	9.5	19	25,389.17
15. Morenci.....	1,298	814	1,410	108.6	861	95.0	814	57.7	63.1	9.0	19	26,714.46
16. Nogales.....	1,533	942	676	44.0	462	91.0	423	62.4	27.5	9.0	16	15,263.31
17. Phoenix.....	5,826	3,675	3,635	62.3	2,632	95.0	2,510	69.5	43.0	9.0	107	115,278.22
18. Prescott.....	1,013	601	608	60.0	413	94.9	392	64.4	38.7	10.0	19	21,495.38
19. Safford.....	555	321	556	100.1	413	94.0	388	69.7	69.9	9.0	11	10,462.65
20. Tempe.....	738	464	643	87.1	516	96.0	498	77.4	67.4	9.0	21	20,112.55
21. Tucson.....	4,806	3,064	2,838	59.0	2,184	94.0	2,069	72.9	43.0	9.0	69	77,204.77
22. Williams.....	334	212	318	95.2	242	94.0	229	72.0	68.5	10.0	12	19,212.21
23. Winslow.....	1,143	553	712	62.2	560	96.0	538	75.5	47.0	9.0	18	18,966.15
24. Yuma.....	1,159	721	925	79.8	624	94.7	592	64.0	51.0	9.0	20	22,989.94

Relation to the county.—As previously stated, the county is the unit of taxation for elementary school purposes. City school districts receive their apportionment of the county funds on the same basis as rural districts; that is, at least \$35 for each child in average daily attendance during the six months of the previous year which had the highest attendance. Also they receive a portion of the reserve fund if the average attendance is greater than during the previous year. Under this plan cities and the larger rural districts contribute to the support of some of the smaller rural schools, since every school must receive at least \$850. The plan, however, is satisfactory to the cities. Often in other States city school boards and superintendents do not favor support by a county tax, on the ground that cities pay into the county treasury more than they receive from it. Not a word of disapproval of the county unit of taxation was heard from any city superintendent in Arizona.

The only State law applying exclusively to city schools is one permitting districts having an average daily attendance of 500 or more to employ school superintendents, thus relieving county superintendents of the supervision of these schools. In all the cities visited, practically the only relation the county superintendent bears to the city school system is that of apportioning the funds and of drawing warrants on the county treasurer for all expenditures of school funds.¹ The provision for employing city superintendents given above should be changed so that they may be employed for a smaller number of pupils. If this provision were strictly adhered to, few cities of less than 2,500 population could now employ superintendents.

¹ Urban and rural teachers both attend the county institutes held under the charge of the county superintendent.

Many small cities have an average attendance of from 150 to 200 and employ from 5 to 8 teachers. Such cities should employ some one to supervise instruction, for part time at least. This is especially true in Arizona, where the counties are large, and the county superintendent therefore is unable to give adequate supervision. Many small districts with 3 to 6 or 7 teachers now designate one as principal; however, the principals are seldom given the actual supervision of the work of the other teachers. If they were given authority and time for such supervision, much better work would result. There are several small towns and cities in Arizona close enough to each other so that a joint superintendent might be employed. The Mesa superintendent, for instance, might act also as superintendent of Alma.

A county board of education is recommended earlier in this report. If adopted, the relation of the city schools to the county would continue practically as at present. City districts would, as now, be directed by city boards of education; their superintendents would be practically independent of the county superintendents. The method of raising and apportioning funds would be unchanged.

(B) THE SCHOOL BOARD.

The boards of trustees for city schools are composed of three members elected at large for a period of three years in the same manner as the rural school trustees are elected. One member is elected each year at a special election in March. This makes a board of trustees in Arizona of fewer members than is found as a rule in cities in other States of from 2,500 to 25,000 population, which, as a rule, have from five to seven. No one could say that any particular number would be correct under all conditions, but the tendency throughout the country is toward the small board, and in the opinion of most students of school administration this is right.

The advantages of small boards may be summarized as follows: The responsibility is placed immediately on each member and not on an elusive "committee"; all business, not part of it, is covered by the entire board and all members must be intimately familiar with all the business—finance, instruction, buildings, etc.; this arrangement insures better correlation and more harmonious expenditures, expedites business, and avoids shifting of responsibility. So far as can be learned the small board is entirely satisfactory in Arizona to superintendents, board members, and patrons. The board meetings attended by members of the bureau staff were conducted in an efficient manner. If all meetings are conducted with the same thorough consideration and dispatch, no additional members are necessary.

The method of selecting school board members by election at large, as is now done in Arizona, is the most approved method and the only feasible method when city school districts are not coterminous with the municipal district. Some objection to it was heard, but it is in accord with the general opinion that school affairs are important enough for consideration apart from the State, county, or municipal elections. In the special election, school issues are not overshadowed by less important ones. From all reports the school elections in Arizona cities are well attended, and much discussion concerning the policies for which the candidates stand committed usually precedes the election. The elections are held in the school buildings, and the five officers of the election are each paid only \$3 a day, so the expense is slight.

The length of the term of office of trustees is so short that it is possible for a district to have an entirely new board every three years and its school policy completely changed every year. The tenure should be long enough to assure a settled policy. Frequent changes of board members mean frequent changes of policy. The term should be five or six years.

The Arizona board of school trustees selects a president and a clerk from its membership. The latter keeps a record of the proceedings of the board, an itemized account of receipts and expenditures of school moneys, and has other duties of an executive and secretarial nature. In small school districts he serves without pay; in districts with an average school attendance of 500 or more he may be allowed "a reasonable compensation for his work, not to exceed \$100 a year." In school districts having a school population of 1,000 or over the board may employ a secretary, not a board member, at a salary not to exceed \$900 a year.

In all city school districts of more than 1,000 school population such secretaries are employed, usually filling the dual position of clerk to the superintendent and secretary of the board. This plan is very desirable in a small city, since it tends to bring the superintendent in closer contact with the affairs of the board. There is no reason, however, why the salary should be limited to \$900 a year by State law. The board should have power to fix this salary as it now fixes the salary of other employees.

Powers and duties of boards.—The powers and duties of school trustees, as authorized by the State school law, are broad enough to make the boards fully responsible for the schools maintained and for their quality. City boards, as already stated, may employ school superintendents. The law, however, does not fix the powers and duties of such superintendents. The boards are free to delegate to them such functions as they wish. Careful inquiry was made,

therefore, to determine whether they have those usual in other States and those in keeping with good administration.

The work of a board of education may be classed as legislative, executive, and inspectorial. In a city school system a board itself can not perform all three, because of lack of time and more especially because its members are not fitted to perform many of them. Therefore, the service of a superintendent with special training is required. Progressive boards limit their activities to the first and last. They employ superintendents as their executive officers. Legislative functions include the making of general policies and regulations relative to their execution. These policies rightfully concern the scope of the school system, selection of sites; the kinds of schools to be established and maintained, the facilities for work to be supplied, and the uses to which the school funds are to be placed. Inspectorial functions are to determine whether the policies and regulations are carried out.

The most important action of a board of trustees is the wise selection of a superintendent. The superintendent should be the administrative head of the school system. He should recommend and nominate all teachers, supervisors, and other employees, recommend the purchase of supplies, and have supervision of instruction, and should be held responsible for results.

The relation of a board of school trustees to its superintendent should not differ materially from that of the board of bank directors to the cashier or president of the bank, or that of the board of directors of any other private corporation to the superintendent it employs. The stockholders in a private company elect a board of directors to look after their interests in the conduct of the enterprise. These directors know but little about the technical details of the business. They employ a superintendent to attend to these things and hold him responsible for results. If it is found that the superintendent can not conduct the business satisfactorily, these directors dismiss him, and they find a successor who can.

In support of the recommendation that the school board confine its work to legislation and inspection, we quote a part of the recommendations adopted by the Department of Superintendence of the National Education Association regarding the relation that should exist between the school board and the superintendent of schools:

The superintendent must be a man of superior training. He must be prepared to report plans of organization and to make a clear statement of results. He should organize the officers under him in such a way as to secure from them in detail an efficient type of organization, and he should secure from them adequate reports on which to base the statements which he presents to the board.

In the performance of these functions the superintendent has a right to the initiative in technical matters. Specifically, he should have the sole right to

perform the following: (a) Recommend all teachers, all officers of supervision, and all janitors and clerks; (b) work out the course of study with the cooperation of the other officers of instruction; (c) select textbooks with the same cooperation; (d) have a determining voice in matters of building and equipment; and (e) draw up the annual budget.

These technical recommendations should always be reviewed by the board, and the approval of the board should be a necessary step for final enactment. This will insure the careful preparation of reports and the careful study of results. The superintendent is not to be authorized to conduct the system apart from the board, but he should be insured by definite forms of organization against interference which will defeat his plans and divide his responsibility.

Public business suffers when these technical matters are improperly handled. Let us assume two cases. In the first case the superintendent may be inefficient, and the board or some other active agency may cover over his inefficiency for a time by doing his work for him. The result will be disastrous in the end. It would be better for public business to bring the inefficiency to the surface as quickly as possible and remove the officer who can not conduct the system properly. In the second case the superintendent is efficient, but is hampered by lack of definition of his functions. The school system will lack in unity of organization and in harmony of internal operation. The system will be defective in so far as it is divided against itself.

Placing much responsibility upon the superintendent does not mean that there will be nothing for school trustees to do. Theirs are the problems of selecting school sites, of planning for the future, of letting contracts for new buildings and repairs, of determining the budget for elementary and high schools, of deciding upon the practicability of any expansion of the school system that involves additional cost, and of outlining the educational policy to be pursued. They should be acquainted with general school conditions, regularity of attendance, progress pupils are making, sanitary conditions, attitude of pupils toward work, attitude of teachers, etc. Otherwise they can not intelligently pass upon the work of the superintendent.

In the larger cities of Arizona the relationship of the board to the superintendent was usually found satisfactory. The school superintendents are not figureheads, but are the actual administrative officers of the systems. This is an indication of the character of the administration that has put these city systems into the high rank that they occupy. However, it was found in a majority of the small cities employing persons under the title "superintendent," that the boards act as their own executive officers, the superintendents were required to teach part or full time and performed few duties different from those of other teachers, except, perhaps, those pertaining to school discipline and records and reports of pupils. In one of the medium-sized cities the person employed as superintendent was found to have no functions except those of a supervisor of instruction. He had no voice in determining policies, nor in the selection of teachers, and no freedom in matters pertaining to school organization. His board is its own executive. The term

"superintendent" should not be used unless the board intends to give to the person employed the usual duties, both administrative and supervisory, understood to accompany the position. It is a waste of public money to employ a superintendent at a superintendent's salary and then confine his activities to things that could be done as well by a teacher at a teacher's salary.

(C) COST OF MAINTENANCE.

The following table showing cost for maintenance per pupil in average daily attendance has been compiled from the reports of nine Arizona city superintendents to the United States Commissioner of Education for the year 1915-16. The other city superintendents did not submit data in time to be used. Outlay for new grounds and buildings, alteration of old buildings, and new equipment are not included.

TABLE 29.—*Cost of maintenance of schools in nine Arizona cities.*

Cities.	Elementary schools.	Elementary and secondary schools.
Bisbee.....	\$37.14	\$49.55
Douglas.....	46.47	53.26
Globe.....	39.20	50.73
Phoenix.....	47.76	.....
Prescott.....	58.64	72.98
Tucson.....	36.27	40.65
Nogales.....	35.77	51.21
Tempe.....	44.41	60.65
Winslow.....	39.61	56.29

The cost of maintenance in several cities in other States is given below; the figures are for the same year and are computed on the same basis. What may be considered representative schools in the East and West were selected, and then the cost ascertained from fiscal and attendance statistics reported to the United States Bureau of Education for the year 1916.

TABLE 30.—*Cost of maintenance of schools in cities of various States.*

Cities.	Elementary schools.	Elementary and secondary schools.
Alhambra, Cal.....	\$57.87	\$73.99
Redlands, Cal.....	53.44	69.25
Pomona, Cal.....	53.50	101.30
Alameda, Cal.....	53.46	58.84
Houghton, Mich.....	49.44	57.72
Santa Cruz, Cal.....	48.91	97.97
Bloomfield, N. J.....	45.10	56.99
Eureka, Cal.....	41.23	59.11
Twin Falls, Idaho.....	40.77	49.99
Leavenworth, Kans.....	39.50	45.50
Beverly, Mass.....	39.00	45.56
Vallejo, Cal.....	38.00	46.28
Boulder, Colo.....	36.75	47.04
Danbury, Conn.....	36.62	39.37
Lewiston, Idaho.....	36.43	46.90
Attleboro, Mass.....	34.97	40.73
East Chicago, Ill.....	34.80	50.10

The median cost per child in the elementary grades for these 17 cities is \$40.77, while for 9 cities in Arizona it is \$39.61. The median for all schools, elementary and secondary, in the 17 cities is \$50.10, while for 8 Arizona cities it is \$52.23. This does not mean that the cities of Arizona are expending just the right amount, but that the practice in Arizona conforms to that of other representative cities. It is certain that none of the cities of Arizona can spend less without impairing the efficiency of the schools.

The following table (Table 31) shows in per cent what part of the expenditures in each of 9 city schools was devoted to each of the following items: General control (board of education and superintendent's office); instruction (salaries of teachers, supervisors, and principals, supplies of instruction); maintenance and operation of school plant (wages of janitors, fuel, light, water, repairs); auxiliary agencies (libraries, promotion of health, transportation of pupils); and miscellaneous. Figures are presented also for 44 cities of 10,000 to 25,000 population and 44 cities of from 5,000 to 10,000 population. These cities were selected as representative for a study of city school administration by the bureau in 1915 and published in a bulletin entitled "School Administration in the Smaller Cities."¹

TABLE 31.—*Per cent of total cost of maintenance of Arizona city schools expended for control, instruction, etc.*

Cities.	General control.	Instruction.	Maintenance and operation of plant.	Auxiliary agencies.	Miscellaneous.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
Bisbee.....	5.87	79.17	14.33	0.61	0.0
Douglas.....	4.88	67.64	13.90	1.73	5.19
Globe.....	6.23	72.67	9.50	.22	5.55
Nogales.....	6.23	84.16	9.09	.21	.0
Phoenix.....	4.69	82.83	10.90	7.69	.67
Prescott.....	6.11	69.69	33.80	.47	.0
Tempe.....	6.60	79.72	12.52	.85	.0
Tucson.....	5.01	82.25	12.57	.23	.0
Winslow.....	10.50	66.20	18.88	3.58	.82
Median for Arizona.....	6.11	79.17	12.57	.61	.....
Median for 44 cities 10,000 to 25,000 population..	4.80	80.77	15.55	.76	.38
Median for 44 cities 5,000 to 10,000 population..	7.10	76.39	16.74	1.15	.76

The per cent devoted to instruction in the Arizona cities is practically the same as in cities in other States. The cost of textbooks is not included for Arizona cities, however, since the textbooks are furnished by the State. It will be noted that the Arizona cities are not expending as much proportionally for auxiliary agencies (libraries and promotion of health, etc.) as the other cities. It was evident that expenditures were not classified in exactly the same way in all cases. Some allowance must be made for this.

¹ See Bureau of Education Bulletin, 1915, No. 44, p. 115.

In most of the Arizona cities the school boards have adopted systems of bookkeeping that usually show in detail for what items the public funds are used. Several cities, however, have adopted no satisfactory system of bookkeeping. In some of them the only record kept by the clerk of the board is found on the stubs of his vouchers. Since all the funds pass through the office of the county superintendent and the county treasurer, there is apparently an excuse for no bookkeeping in some of the smaller cities, but there should be a complete system for administrative purposes. Accounting aids in discovering little leaks, and the accounts should be so kept that the cost per pupil may be determined for each item of expenditure, for each kind of school, and for each school building. If the cost of any item in one grade building is much above the average for the city, an investigation should be made at once.

All cities which do not keep accounts showing distribution of expense for the different kinds of schools and for the several buildings should adopt a system of bookkeeping with a distribution ledger conforming to the forms recommended by the Department of Superintendence of the National Education Association and used by the United States Bureau of Education and the Census Bureau in collecting fiscal statistics. It is recommended also that the State department make use of this form in collecting fiscal data from the city and county superintendents.

(D) INSTRUCTION.

Selection of teachers.—In 12 of the 19 cities visited teachers are employed by or upon the recommendation of the superintendent. This is evidence that the majority of the city school boards in Arizona have taken the first step necessary to provide the schools with good teachers. The method will undoubtedly be adopted by the seven other boards, which sometimes consult the superintendent in making appointments, but more often do not.

The next step in procuring good teachers is to require the superintendent to look carefully into the educational qualifications and experience of the applicants and to determine general fitness by observing them at work. This, of course, is difficult, since a large proportion of the available teachers live in other States. Superintendents select largely from testimonials necessarily, although one Arizona city employs no teacher whose work the superintendent has not observed. In several cities it was discovered that though there are few "home" applicants, some of the influential citizens have friends or relatives "back home," in the "East," "who are good teachers," and urge their election. Testimonials offered under these conditions should have little weight unless otherwise supported.

Education.—The kind of teachers now selected is shown by the following summary of their educational experience. The table shows the per cent of elementary teachers in each of 20 cities who have not attended school beyond the eighth grade, those who have attended less than four years additional, from four to five years, five to six years, and six or more years. Four years means the equivalent of graduation from high school, five years the equivalent of four years of high school and one year of standard college or normal school, or it may mean graduation from the five-year course in one of the Arizona State normal schools. Those with six years or more have had at least the equivalent of two years in normal school or two years in college.

TABLE 32.—*Education of elementary teachers in 23 Arizona cities.*

Cities.	Years beyond the elementary school.				
	None.	Less than 4 years.	4 years. ¹	5 years. ¹	6 or more years.
		<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
Benson.....	0	20	0	60	20
Bisbee.....	0	10	14	14	62
Chandler.....	0	0	13	50	37
Chifton.....	0	3	13	27	57
Douglas.....	0	12	12	12	64
Flagstaff.....	0	11	0	56	33
Florence.....	0	33	0	0	67
Glendale.....	0	0	0	50	50
Globe.....	0	16	27	16	41
Jerome.....	0	0	13	14	73
Kingman.....	0	0	33	0	67
Mesa.....	0	11	14	14	61
Miami.....	0	10	5	55	30
Morenci.....	0	10	5	35	50
Nogales.....	0	20	0	56	43
Phoenix.....	0	12	10	26	52
Prescott.....	0	19	12	19	50
Safford.....	0	14	20	14	43
Tempe.....	0	25	0	62	13
Tucson.....	0	20	9	24	47
Williams.....	0	14	14	29	43
Winslow.....	0	16	17	17	50
Yuma.....	0	10	10	0	80
Total.....	0	11	11	28	50

¹ Includes those with less than another full year.

In five of these cities 100 per cent of the teachers are reported by the superintendents as normal-school graduates, and in 13 others 80 per cent or more are normal graduates. This is not apparent from the table because the superintendents included graduates of the Arizona normal schools from the five-year secondary and normal course, and also graduates of normal schools in other States where even less than five years above the elementary school is required for graduation. Practically all the teachers in the 24 cities hold first-grade certificates.

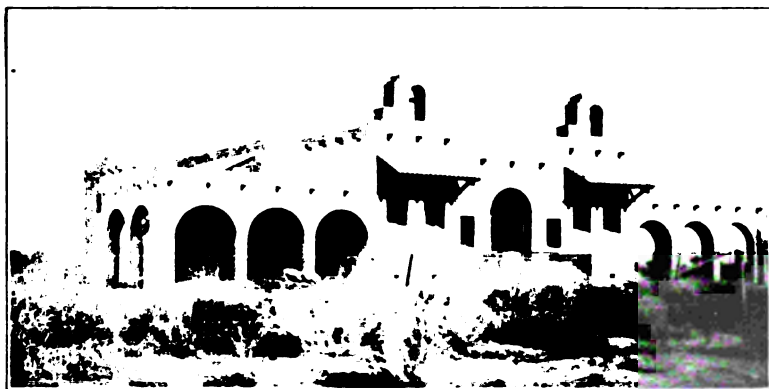
Measured by the standard of the cities of the United States as a whole, the educational qualifications of the city teachers of Arizona



A. NEIGHBORHOOD HOUSE IN ROOSEVELT DISTRICT, MARICOPA COUNTY.



B. HIGH SCHOOL IN GLENDALE, MARICOPA COUNTY.



C. ALHAMBRA CONSOLIDATED SCHOOL, NEAR PHOENIX.



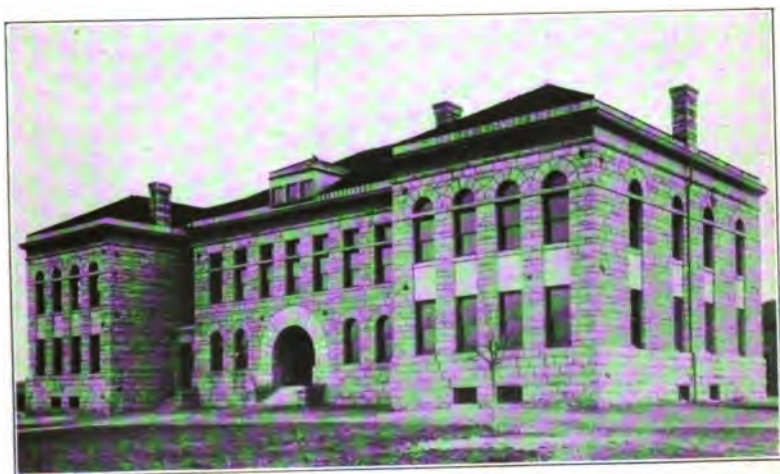
A. NEW HIGH SCHOOL AT MIAMI.



B. THE BUILDING OCCUPIES A COMMANDING POSITION IN THE TOWN.



A. A SCHOOL ANNEX IN YUMA, SHOWING THE METHOD OF SHADING AND VENTILATING THE ROOF.



B. UNION HIGH SCHOOL, AT BENSON.



A. THE OLD SCHOOL BUILDING NEAR WHICH NEW UNIT BUILDINGS HAVE BEEN CONSTRUCTED.



B. THE TYPE OF UNIT BUILDINGS.

UNIT CONSTRUCTION AT GLENDALE.

are very good. There is, however, only one standard by which to measure, and that is the standard normal-school course of two years in addition to a four-year high-school course or at least six years' schooling beyond the eighth grade, including professional courses in education. This is the standard already reached in practically all the best city systems in the United States. In this connection it must be remembered that not all "normal-school graduates" have had two years' normal work in addition to a four-year high-school course. The State board of examiners has given many certificates as normal-school graduates to persons now teaching in Arizona who were graduated from courses of only three or four years beyond the eighth grade. Applicants for positions should be required to state definitely the schools attended and the time spent in each, and whether they were graduated. None, certainly, should be accepted as a normal-school graduate if from a school that falls below the standard of the Arizona normal schools.

Experience.—Seven per cent of the elementary teachers in the Arizona city schools are teaching their first year, 14 per cent their second year, and 79 per cent their third or more than their third year. The teaching force is therefore experienced. The corps of teachers changes rapidly, however, as 31 per cent are teaching their first year in their present position, 31 per cent their second year, and only 38 per cent are teaching in their present position their third or more than their third year.

There are no definite records to show why so many teachers change positions. If many are dropped for inefficiency, it is evidence that not enough care is exercised in their selection or that inadequate supervision is given. If successful ones resign to go to other schools for increased salaries, it would be economy to hold them by an increase of pay. All superintendents should keep records to show why teachers leave their positions. If this were done, it would be possible for a school board to determine whether it is within its power to correct the present evil of short tenure. This is one of the serious problems that confront the city schools of Arizona.

Salaries.—One of the potent means of procuring and retaining good teachers is the payment of salaries equal to or better than those paid in other cities of the country. One reason the Arizona cities are able to procure teachers with a high standard of educational and professional preparation is that the salaries paid rank well with those in other States. The following table shows the median salaries paid in each of 15 Arizona cities and in 15 other cities selected at random from those of the Pacific and Mountain States.

TABLE 33.—Median salaries in cities of Arizona and other States.

Phoenix	\$900	Alameda, Cal.	\$1,100
Globe	900	Missoula, Mont.	1,050
Nogales	900	Stockton, Cal.	1,020
Miami	900	Long Beach, Cal.	1,000
Prescott	862	Alhambra, Cal.	998
Tempe	855	Vallejo, Cal.	960
Douglas	855	Reno, Nev.	940
Winslow	850	Boise, Idaho	900
Flagstaff	835	Everett, Wash.	900
Clifton	810	Great Falls, Mont.	900
Bisbee	810	Pomona, Cal.	900
Morenci	810	Laramie, Wyo.	804
Jerome	810	Bozeman, Mont.	800
Tucson	810	Aberdeen, Wash.	770
Mesa	765	Boulder, Colo.	765

When compared with eastern cities of the same size, the Arizona cities rank high as to salaries. Otherwise it would be much harder to procure teachers from the East as well trained as are those now found in the cities of Arizona. Many teachers say that when accepting positions in Arizona they were attracted by the fact that salaries are higher than in the East, but did not appreciate that the amount they have to pay for room and board is also much larger. In some of the cities it is very difficult for teachers to find boarding places except at hotels and restaurants. Many report paying as much as \$40 and \$45 a month for room and board and with only fair accommodations. That they are not overpaid is evident when the salaries of elementary teachers are compared with the salaries paid stenographers, bookkeepers, and others. In six cities in which data were collected the mean salary of stenographers is \$1,065; bookkeepers, \$1,200; policemen, \$1,200; miners, \$1,350; carpenters, \$1,350; mechanics, \$1,500; painters, \$1,200; printers, \$1,350; and elementary teachers, \$850.

(E) SUPERVISION OF INSTRUCTION.

The city superintendents employed in Arizona, on the whole, are well qualified for supervisory work. In the 12 larger cities and in some of the smaller they have full authority over the instructional work of the school, with practically no limitations on the part of the boards. In a few of the smaller cities visited, as previously stated, the superintendents assume no supervision of the work of the other teachers, nor are they authorized or expected by their boards to do so. Data relative to the city superintendents in 15 cities are given in Table 34.

The effectiveness of the supervision depends largely upon the time which the superintendent can devote to classroom visiting. Table 34 gives approximately the proportionate part of the superintendent's time given to administrative work and to observation of teaching. Of the 24 persons employed as city superintendents, 13 give their entire time to the administrative and supervisory work of the office; the others give part time, serving also as high-school principals or as regular teachers. These are of course in the smaller cities.

The superintendent of Flagstaff, for instance, devotes one-third of his time to teaching, the superintendent of Kingman teaches three-fourths of his time, the superintendent of Chandler teaches three classes daily, the superintendents of Benson, Miami, Kingman, Florence, and Nogales are high-school principals as well as superintendents. A man is employed at Holbrook under the title of superintendent who is required to teach the entire school day and gives therefore practically no time to supervision. In two of the 13 cities with full-time superintendents assistant superintendents or grade supervisors are employed, one in Bisbee, and two in Phoenix.

All 13 cities employ special supervisors of music and drawing. In several smaller cities the work through the grades is arranged in departments, permitting the teaching of music and drawing by one teacher especially qualified. Other subjects are taught by the regular classroom teachers. In a five-room building at Snowflake, for example, an extra teacher is employed to teach music in all rooms, and to take the classes of the principal for two periods, which he devotes to penmanship instruction for all classes above the second grade. This plan has much to commend it, and in the cities visited it was giving excellent results. It makes unnecessary the employment of special supervisors of these subjects. Clifton employs supervisors of manual training and domestic science, Douglas a supervisor of physical education and hygiene, Mesa a supervisor of primary work, Prescott a supervisor of primary instruction, Tucson two supervisors of manual training and two of domestic science, and Phoenix a supervisor of primary instruction, three supervisors of manual training, and three of domestic science. Full-time clerical assistants are furnished in Bisbee, Clifton, Douglas, Globe, Phoenix, Tucson, and Winslow; part-time assistants are furnished in Jerome and Prescott. In this latter city the kindergarten director acts as clerk to the superintendent in the afternoon, and high-school commercial pupils do stenographic work and typewriting for his office.

TABLE 34.—City superintendents, assistants, and supervisors.

Cities.	Salary.	Additional duties to those of superintendent.	Buildings.	Teachers.	Assistant superintendents.	Clerical assistants.	Supervisors. ¹
Benson.....	\$1,990	Principal of high school.....	1	10	0	0	
Bisbee.....	3,200	None.....	9	82	1	1	Primary: M.; D.; M. T. (2); D. Sc.
Chandler.....	1,350	Teaches one-half time.....	3	14	0	0	
Clarendale.....	2,000	.....	1	13	0	0	M.; D.; and primary.
Clifton.....	2,500	None.....	6	41	0	1	M.; D.; M. T.; D. Sc.
Douglas.....	1,750	None.....	13	90	0	1	M.; D.; Ph. Ed.
Flagstaff.....	1,750	Teaches one-third time.....	1	12	0	0	M. and D.; D. Sc.
Florence.....	1,800	Principal of high school.....	2	16	0	0	M. and D.; M. T.; D. Sc.
Glendale.....	1,800	Teaches one-half time.....	1	14	0	0	M. T.; D. Sc. (part time).

¹ M. indicates supervisor of music; D., of drawing; M. T., manual training; D. Sc., domestic science; Ph. Ed., physical education.

TABLE 34.—*City superintendents, assistants, and supervisors—Continued.*

Cities.	Salary.	Additional duties to those of superintendent.	Buildings.	Teachers.	Assistant superintendents.	Clerical assistants.	Supervisors.
Globe.....	2,000	None.....	7	45	.....	1	M.
Jerome.....	2,550	None.....	3	22	.....	(¹)	M.; D.
Kingman.....	2,500	Principal of high school; teaches three-fourths time.	3	9	0	0	
Mesa.....	2,400	None.....	5	40	.....	.....	M.; D. Sc.
Miami.....	.....	Principal of high school.....	4	29	0	0	
Morenci.....	2,700	None.....	2	20	0	0	
Nogales.....	2,500	Principal of high school.....	4	27	0	0	M.; D.
Phoenix.....	4,000	None.....	11	100	2	1	M.; D.; M. T. (3); D. Sc. (3); primary.
Prescott.....	2,400	None.....	4	26	0	(¹)	Primary; M.; D.; M. T.; D. Sc.
Safford.....	2,000	None.....	1	17	0	0	M. T.; D. Sc.
Tempe.....	2,100	None.....	4	26	0	0	
Tucson.....	3,000	None.....	8	111	0	1	M.; D.; M. T. (2); D. Sc. (2).
Williams.....	1,600	Teaches three-fourths time.....	1	13	0	0	M. and D.; M. T.
Winslow.....	2,640	None.....	5	27	(¹)	1	
Yuma.....	2,000	None.....	4	21	0	0	

¹ One part-time assistant.

Most of the Arizona cities have adequate supervision. In those larger than can be adequately supervised by a single superintendent, the needs are met in a very effective and economical way by the employment of assistant superintendents or supervisors, as shown in Table 34. In four cities supervisors of instruction for the first four grades are employed. In Phoenix a supervisor of instruction for the first four grades is employed and the assistant superintendent is supervisor of the next four grades. In a city with grade buildings of 16 or more rooms, effective supervision may be had through supervising principals in each building. If the school buildings are small, as they are in most Arizona cities, the principal of each building should have some time free from teaching to look after routine matters and to supervise. To employ a principal to devote his entire time to supervision of instruction for each eight-room building is uneconomical and unnecessary. In cities of 10,000 population or even larger one supervisor of primary instruction for all buildings is usually sufficient, the superintendent himself supervising the instruction in the upper grades.

In all Arizona cities where there are many Spanish-speaking Mexican children in the lower grades, the primary supervisor employed should understand how to teach the English language to such children. Many of the Arizona teachers are from States not in the Southwest; they do not know the Spanish language, have not taught Mexican children, and have had very little or no experience in teaching any children from homes where foreign tongues are

spoken almost exclusively. Several years' experience is often necessary before good work can be done by such teachers. Much could be saved by the employment of a supervisor with the qualifications described.

As previously stated, superintendents in cities the size of those in Arizona should devote much of their time to classroom visitation, even if there are supervising principals or primary and grammar grade supervisors. From reports submitted by city superintendents it appears that they give to classroom visitation from one-twentieth to four-fifths of their time, the median being about three-tenths.¹ One superintendent who has about 25 teachers under his supervision reports that last year he visited each classroom 10 times and averaged 15 minutes each visit. Thus, a total of about 63 hours, or 10 school days out of 180, were devoted to visiting teachers for the purpose of supervising instruction. In contrast another superintendent in a city of the same size reports that he visits each classroom about 25 times a year an hour at a time, a total of about 100 days a year in classroom supervision. In the former school the superintendent is not at all familiar with methods and results; in the latter the superintendent knows what each teacher is doing. The inspection shows that the instructional work under the latter superintendent is of a much higher grade than that under the former.

In larger cities where assistants are employed the superintendents themselves need not and can not give as much time to classroom visiting as in smaller cities; in fact, they can not do so and attend properly to the administrative work of their offices. The superintendent of Phoenix, with 100 teachers, spends one-fourth of his time in visiting; the superintendent of Winslow, with 25 teachers, spends two-thirds of his time visiting. The superintendent referred to above who devotes but one-twentieth, or 5 per cent, of his time to supervision, has no assistant, clerical or other. He spends about the equivalent of 10 days each year observing classroom instruction, or about two hours with each teacher during the year. He should spend at least 10 times as much time with his teachers. That he may do this, it would be economy to employ a clerical assistant to relieve him of office work.

Standard achievement tests similar to those used by many superintendents throughout the country are used in Chandler, Douglas, Globe, and Mesa. This plan is recommended for all cities. Standard tests show teachers whether any phases of their work are neglected, whether others are overemphasized, and how the attainments of their pupils compare with those in other schools. Through them, superintendents may diagnose effectively the results of teaching methods

¹ Figures given in Table 15 on page 59.

used by the different teachers. If all superintendents in the State would use the same tests, a norm for the State could be established which would have value for comparative purposes and could be used to arouse among teachers and pupils increased interest in school work, particularly in the necessary drill in fundamentals which are usually dry and uninteresting.

In view of the fact that superintendents in the large cities must be chiefly administrative officers, and that it is practically impossible to employ efficient supervising principals for each building, it is suggested that school boards in cities with a population of 15,000 or more employ an expert supervisor of instruction. This person should have no administrative duties whatever, but should give his whole time to the studying of problems of instruction. He might be called an assistant superintendent.

He should have a knowledge of the best methods of teaching, the best books, and supplementary and illustrative materials. These he should make available to the teachers. He should devise plans for making all teachers in the system familiar with the best methods of the best teachers in the system. He could investigate cases of both backward and bright children and determine methods and subject matter suited to them. He could work out with the teachers such problems as—

- (a) Courses of study for Mexican children in English, handwork, arithmetic, hygiene, citizenship, etc.
- (b) A better basis for the apportionment of time to the different subjects.
- (c) A better system of grading children in their classroom work.
- (d) Standards of proficiency for each school.

(F) WIDER USE OF THE SCHOOL PLANT.

Evening schools.—The cities of Arizona are beginning to realize that the school buildings are public property and that adults as well as children should use them. Only six cities have yet organized evening classes for adults. In those cities the results have been most gratifying in numbers enrolled and in the attainment of students. Last year the evening school enrollment at Douglas was 150 and at Bisbee 624. There were also evening schools at Winslow, Tucson, and Phoenix. If evening schools can be maintained in these cities, why not in all? Without doubt many young men and women in every city of Arizona would like to continue their elementary education and take up the study of bookkeeping, stenography, typewriting, drafting, Spanish, English, and other high-school subjects. In cities with a large foreign population some would avail themselves of an opportunity of learning the English language. In two cities in

which evening schools have been organized, several Mexicans are enrolled in the English classes. The writer visited several of these classes and found that they had made great progress.

One superintendent reported that there is no demand for evening schools in his city. But the question should be, Is there need of evening schools? If there is need, the school authorities should create the demand. Let the school board announce through the papers and on placards in English and in Spanish that evening schools will be open on a certain date and then observe whether there is a demand. In many cities throughout the country where this plan of advertising has been tried the demand for evening schools at once became evident. One superintendent said that he did not think it possible to organize an evening school until he had announced that such a school would be organized. Promptly a number of young men and women asked to be enrolled in the evening classes.

Use for general community purposes.—In the cities of Arizona it is possible to build up a stronger community interest than in small cities located near large ones. In every city there are many organizations, each working for the betterment of its members and of the city, but there should be some centralizing force, some common interest, some way of getting all the people together. President Woodrow Wilson said a few years ago:

It is necessary that certain portions of the community should be linked with other portions; it is necessary that simple means should be found by which by an interchange of points of view we get together; for the whole process of modern life, the whole process of modern politics, is a process by which we must exclude misunderstandings, exclude deadly rivalries, make men understand other men's interests, bring all men into common counsel, and so discover what is the common interest.

These things may be accomplished by permitting the people of a community to meet in a building dedicated to all the people. There is but one logical place to discuss community matters, but one logical place for the expression of the social and recreational life of the community; that place is the public-school building; in small cities, the public high-school building.

In several cities in Arizona the school authorities have opened the school buildings for political meetings and for educational, social, and recreational purposes. The opening of the building for political meetings held under responsible authority is to be commended, especially if the meeting is for the entire body politic of the community. When a question affecting the entire community, as issuing bonds for street improvement or for school buildings, is up for approval or disapproval at the polls, the question should be discussed not on street corners or in rented halls by different groups of people,

but by all the citizens. The affairs of a community are not for political parties or for cliques any more than the affairs of a private corporation are for a clique of stockholders or directors. The place for discussion is in the assembly hall of the school building.

The school buildings of a community should also be open to the public for social and recreational purposes, so that the people may come together for a good social time and for the purpose of becoming acquainted. The gymnasium of the high school should be used by the community for social affairs and the auditorium for public lectures.

To show what is possible in using the school building for community purposes the following statistics for Winslow are presented for the year 1915-16:

Use of Winslow school buildings for community purposes.

	Times build- ing was used.
Regular night school.....	90
Lectures.....	12
Entertainments.....	6
Society meetings (adults).....	18
Civic occasions, mass meetings, public discussions.....	1
Athletics, games, folk dancing.....	160
Clubs or groups.....	70
Rooms for quiet games.....	3
Dancing (social).....	19
Social occasions (parties, banquet, etc.).....	8
Total	387

One or two other schools are doing almost as well and others are beginning to make the school building contribute to the needs of the social and recreational life of the community.

Parent-teacher associations are organized in several of the cities. The superintendents of Phoenix, Bisbee, Prescott, Winslow, Douglas, Globe, Chandler, and Kingman report that such associations use the school buildings regularly for meeting places. Clifton reports the school buildings used for school entertainments and for meeting places for various associations and clubs. Kingman reports the high-school building used by the woman's club for their meetings and available for all purposes deemed to be of benefit to the community. Flagstaff uses the school buildings for woman's clubs, Sunday school, and public entertainments. Prescott uses the building for social and athletic activities.

Section 5.—HIGH SCHOOLS.

(A) KINDS AND LOCATIONS.

Kinds of high school.—The State law provides for single high-school districts, union high-school districts, and county high-school districts. Any single-school district having an average daily attendance of 200 or more pupils in elementary schools may, by a majority vote of the qualified school electors of the district, establish and maintain a high school. Such a district becomes then a "single high-school district." Two or more adjoining school districts having a joint average daily attendance of 200 or more pupils may unite for high-school purposes. They then form a "union high-school district." In any county wherein no high school has been established the board of county supervisors may in their discretion, or must upon petition signed by 15 per cent of the registered voters of the county, call an election to determine whether or not a county high school shall be established. If the vote is favorable, the county becomes a "county high-school district." Single district high schools and union high schools may be later established in the county, the districts establishing them being no longer included in the county high-school district. Mohave County has organized a school under this provision. Apache is now the only county without a public high school.

High schools in the State are as follows:

Single-district high schools: Bisbee, Clifton, Clarkdale, Douglas, Globe, Jerome, Miami, Morenci, Nogales, Prescott, Safford, Tombstone, Tucson, Winslow.

Union-district high schools: Benson, Duncan, Florence, Glendale, Mesa, Phoenix, Tempe, Willcox, Yuma.

County high school: Kingman.

In addition to the above, high schools are maintained by each of the two State normal schools, and there are several public schools giving two or three years of high-school work, such as those at Metcalf, in Greenlee County; Alma and Chandler, in Maricopa; Williams, in Coconino; and Holbrook, in Navajo. Private academies at St. Johns, Apache County, Thatcher, Graham County, and Snowflake, Navajo County, make high schools at those places unnecessary at present. Parochial schools and academies in several cities are doing high-school work.

Table 35, following, contains statistics of public high schools reported by the county superintendents in 1915-16. No high school was reported by the Santa Cruz superintendent, although there is a 4-year school at Nogales, with 4 teachers and 51 pupils. Table 36 includes data for the 24 individual schools.

TABLE 35.—Statistics of public high schools, reported by county superintendents, 1915-16.

Counties.	Number of high schools.	Total enrollment.	Average number belonging.	Average daily attendance.	Per cent of average daily attendance.	Number of teachers.	Total cost of maintenance.	State aid.	District taxes.	Number of male teachers.	Average monthly salary.	Number of female teachers.	Average monthly salary.
Apache.....	10												
Cochise.....	5	604	482	458	95	42	\$75,085	\$8,715	\$83,049	19	\$151	23	\$123
Cocconino.....	10												
Gila.....	2	194	160	153	96	17	26,793	3,400	41,589	9	132	8	112
Graham.....	1	74	52	50	95	4	4,436	248	4,436	1	150	3	85
Greenlee.....	4	136	94	86	92	13	26,957	4,710	41,593	7	147	12	115
Maricopa.....	4	1,318	1,125	1,074	95	58	115,751	10,000	111,950	27	140	31	116
Mojave.....	1	24	20	19	93	2	3,463	2,500	1,500	1	120	1	110
Navajo.....	1	102	83	79	95	8	14,716	2,500	12,390	4	152	4	114
Pima.....	1	298	249	240	96	11	17,100	2,500	18,151	3	190	8	146
Pinal.....	1	46	39	36	95	11	8,177	21	10,085	2	100	4	75
Santa Cruz.....	(2)							1,777					
Yavapai.....	2	178	145	140	97	10	27,354	3,474	26,444	3	160	6	125
Yuma.....	1	129	114	105	84	8	15,639	2,500	13,443	2	166	6	110

¹ St. John Academy is located at the county seat.

² The State normal school at Flagstaff maintains a high school which is attended largely by county children. At Williams a two-year high school is maintained.

³ Gila Academy is located at Thatcher.

⁴ Snowflake Academy, located at Snowflake.

⁵ None reported, but there is a high school at Nogales, with 51 pupils and 4 teachers.

TABLE 36.—Arizona four-year high schools—Data from annual reports of principals to Bureau of Education, 1915-16.

High schools.	Kind of districts. ¹	Days in year.	Number of teachers.		Number of pupils.			Number of graduates, 1916.		
			Male.	Female.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Benson.....	U. D.	170	3	3	22	33	55	0	2	2
Bisbee.....	S. D.	180	9	5	96	135	231	15	10	25
Clifton.....	S. D.	168	4	4	37	33	70	2	3	5
Clarkdale.....	S. D.									
Douglas.....	S. D.	169	7	7	107	131	238	15	12	27
Duncan.....	U. D.	170	2	2	15	21	36	0	2	2
Florencia.....	U. D.	172	3	5	23	33	56	5	2	7
Glendale.....	U. D.	173	3	2	54	63	107	9	5	14
Globe.....	S. D.	190	6	6	43	65	108	7	7	14
Jerome.....	S. D.	200	1	2	12	11	23	2	1	3
Kingman.....	S. D.	180	1	1	11	16	27	1	1	2
Mesa.....	Co. D.	169	7	6	90	113	203	9	22	31
Mesa.....	S. D.	175	1	2	27	25	52	0	1	1
Miami.....	S. D.	162	1	1	10	10	20	0	4	4
Morenci.....	S. D.	172	2	2	16	35	51	1	1	2
Nogales.....	U. D.	165	10	18	410	500	910	45	49	94
Phoenix.....	S. D.	181	3	5	60	86	146	9	16	25
Prescott.....	S. D.	172	2	4	14	32	46	0	0	0
Safford.....	U. D.	170	3	5	46	47	93	8	5	13
Tempe.....	S. D.	173	2	0	12	14	26	0	0	0
Tombstone.....	S. D.	165	4	8	134	149	283	20	14	34
Tucson.....	U. D.	171	2	3	21	47	68	0	5	5
Wilcox.....	S. D.	180	5	7	47	65	112	2	14	16
Winslow.....	U. D.	170	2	5	52	86	138	2	8	10
Yuma.....	U. D.									
Total.....			92	103	1,359	1,740	3,099	152	184	336

¹ Union districts, single districts, or county districts.

No data could be obtained to show accurately the accessibility of high schools to the children of the State outside of cities. An estimate has been made and is given below. It shows that a large number of children are not within riding or driving distance of high

schools and must be deprived of high-school education unless their parents can send them away from home to attend private schools or to board in the cities in which high schools are located. Table 37 gives some idea of the proportion of the total population and the proportion of total area located within a reasonable distance of public and private high schools. The data in the table were obtained in the following manner: With the location of each of the 29 public or private high schools or academies in the State as a center, a circle was drawn having a radius of 10 miles. The table shows the area included within the 10-mile radius of the 29 high schools in the several counties and the approximate population of the territory included, according to the census of 1910. So far as possible all precincts whose population is given in the census are included. In addition to the high schools included in the summary and on the map (p. 92), some schools which are not full four-year high schools offer work from one to three years above elementary schools. Those at Chandler, Williams, and Metcalf are examples.

TABLE 37.—*Territory within reach of high schools.*

Counties.	Population within 10 miles of high schools.	Area in square miles.
Apache.....	835	315
Cochise.....	21,186	1,400
Coconino.....	2,414	390
Gila.....	9,975	395
Graham.....	4,567	350
Greenlee.....	10,914	625
Maricopa.....	23,155	845
Mohave.....	918	315
Navajo.....	3,267	555
Pima.....	6,757	315
Pinal.....	1,561	315
Santa Cruz.....	3,514	160
Yavapai.....	7,693	865
Yuma.....	2,914	200
Total high schools.....	99,650	7,045
Total State.....	204,354	113,810
Per cent in high-school districts.....	48	6

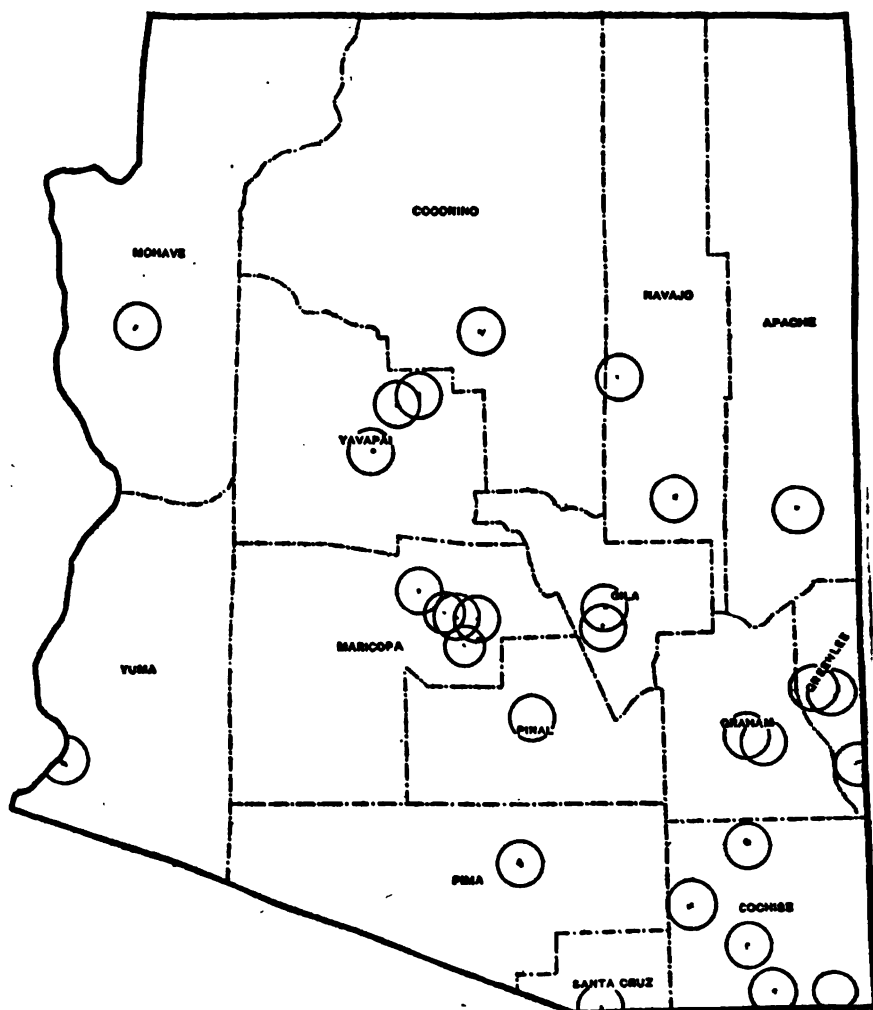
(B) ADMINISTRATION.

In any single high-school district the high school is in charge of the three regular school trustees of the district, and is under the supervision of the city superintendent of schools if one is employed. In any union high-school district the school is in charge of five trustees, three of whom must be residents of the elementary school district in which the high school is situated, the other two must be residents of the other territory of the union district. Members are elected by popular vote for five-year terms, one of which expires each year. County high schools, if established, are maintained and governed under the same provisions of law as union high schools.

The superintendent of schools of a city school district included in a union high-school district has no authority over the high school

unless the city board of school trustees, composed of three members, and the union high-school board, composed of five members, agree to put the superintendent in charge or elect the same person superin-

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MAP 1.—Location of 29 high schools and area within a 10-mile radius of each.

tendent of schools and high-school principal. The city superintendents or principals at Duncan, Glendale, Phoenix, Willcox, and Yuma have no supervision of the high schools located in those

places. The city superintendents of Benson, Florence, Kingman, Miami, Tombstone, and Nogales are principals of the respective high schools as well. In Clifton, Winslow, Morenci, Douglas, Bisbee, Globe, Safford, Mesa, Tucson, Prescott, Temple, Clarkdale, and Jerome the city superintendents have supervision of the high schools, either because the schools are under the same board or because the two boards have elected one man to the two positions.

Summarized, this means that there are 24 four-year high schools in Arizona, all located in cities; 20 of those cities employ city superintendents and 4 employ principals. In 6 cases the city superintendents or city school principals have no voice in the high-school management or instruction; in 5 cases the city superintendent occupies also the position of high-school principal; in 13 cases the city superintendent has full supervision over the high schools, either because the high school is under the same board as the other city schools or because the high-school board has employed the superintendent for part of his time. Of the 24 schools, 10 are under boards separate from the city boards of education.

To have one board and superintendent for the elementary schools and another for the high school in the same city makes the machinery of school administration cumbersome, overcostly, and relatively inefficient. The high school is then an entirely different administrative unit requiring its own officers, supervisors, and clerks. The time of the high-school principal must be taken up in administrative affairs that might be handled by the superintendent. The solidarity between the high schools and the elementary schools is entirely lacking. The city superintendent makes promotions to the high school. The high-school principal is powerless if children poorly prepared are promoted. It is probable that the emphasis thus placed on the division between elementary and high schools causes many children to leave school on completion of the elementary course who otherwise would attend a year or so more.

The objections are removed only in part if the two boards employ the same man for superintendent. In Arizona and in other States it has been found difficult for the two boards to agree and continue to agree on the man. Even when they do, the systems are separate in business management and are in danger of inefficiency from a business standpoint.

The school districts included within a union high-school district should unite for elementary school purposes as well as for high-school purposes, and be hereafter a single district with one board under the same regulations that the law now prescribes for ordinary school districts. The one superintendent would then have charge of all schools of the entire district, with the high-school principal in immediate charge of the high school but subordinate to the superintendent.

(C) ENTRANCE TO HIGH SCHOOLS.

Pupils who complete satisfactorily the work of the eighth grade according to such qualifications as are prescribed by the State board of education receive a certificate of promotion signed by the teacher or principal or city superintendent and by the county superintendent. This admits them into any high school in the State without further examination. To continue satisfactory, the elementary and secondary schools should be put into one system; and more supervision on the part of officers of the State board is necessary to maintain uniform standards.

(D) COURSES OF STUDY.

Each high school has the privilege of determining its own course of study, subject only to the approval of the State board of education. The courses offered are those ordinarily given in high schools in other States, including for the most part traditional subjects arranged in the traditional way, with some industrial work added. The industrial work in most schools is not thought to be of equal importance with the academic subjects, and it has been *added to the curriculum* rather than *included* in it. Its addition has not changed the subject matter of the rest of the curriculum nor the methods of teaching the academic subjects. These industrial activities might advantageously be made the basis of much of the work in other high-school subjects. The inclusion of agriculture, for instance, might be expected to modify to a certain extent the courses in botany, physics, and chemistry, substituting for some of the traditional subject matter other subject matter of direct application in agriculture. Domestic science might affect courses in the same way. Special departments might be created to teach the industrial subjects with definite purpose of trade preparation as in many cities in other parts of the United States. In those industrial departments 25 to 50 per cent of the pupil's time is devoted to trade work, the rest to the study of academic subjects of especial value in the trade and others of general cultural value. Even if such departments are not created, the subject matter in the curriculum might be brought into closer relation with the industrial work for the pupils who are preparing for industrial occupations. For others, changes in the traditional curriculum are desirable. It would undoubtedly be easier to break away from tradition in a new State like Arizona, which is just establishing its high schools, than in older States. This is done in many individual schools throughout the country.¹

¹ For further information and discussion see *Principles of Secondary Education*, published by the Macmillan Co., and Bureau of Education bulletins, 1913, No. 50, *The Fitchburg Plan of Cooperative Industrial Education*, 1914, No. 8, *The Massachusetts Home-Project Plan of Vocational Education*, and 1916, No. 31, *The Cooperative System of Education*.

All the Arizona high schools include elective subjects, or elective courses with a limited number of electives within the courses. In the larger schools, such as Phoenix, Tucson, Bisbee, Mesa, and Douglas, approximately one-half of the curriculum is elective. In 4 schools election is by subjects, in 8 by subjects and groups, and in 12 by groups or courses. The courses usually offered are "college preparatory," "general," "commercial," "manual training," and "home economics."

Industrial courses.—The industrial and vocational work is stimulated by State aid. The law provides that any high school having rooms and equipment, and satisfactorily located to give "elementary training in agriculture, mining, manual training, domestic science, or other vocational pursuits," may be designated by the State board to give such courses and receive from the State treasury out of general State funds after the close of the school year an amount equal to the total expended, up to \$2,500. Normal schools as well as high schools receive this special aid. This means that the industrial work is supported in most cases entirely by the State. The local districts need not expend any local money over and above that for which they receive reimbursement except to provide suitable rooms. This is taxing the entire State to provide special education for individual communities without requiring them to do anything for themselves. A better plan and one in more common practice is for the State to refund not over one-half of the money expended. The local district in this way would contribute at least as much as the State.

The following amounts were paid out of the general State fund during the school year beginning July 1, 1915, and ending June 30, 1916, to reimburse high schools and normal schools for expenditures made for vocational education during the school year beginning July 1, 1914, and ending June 30, 1915:

TABLE 38.—Amounts paid high schools and normal schools, from general State fund, for vocational education, 1915-16.

Benson High School.....	\$2,500.00	Tempe Union High School...	\$2,500.00
Bisbee High School.....	2,500.00	Tucson High School.....	2,500.00
Clifton High School.....	2,500.00	Willcox High School.....	1,215.49
Douglas High School.....	2,500.00	Winslow High School.....	2,500.00
Glendale Union High School.	2,500.00	Yuma Union High School....	2,500.00
Globe High School.....	2,500.00		
Jerome High School.....	973.55	Total to high schools ..	39,823.89
Mesa Union High School.....	2,500.00		
Miami High School.....	900.00	Northern Arizona Normal.....	2,500.00
Morenci High School.....	2,209.55	Tempe Normal School.....	2,500.00
Nogales High School.....	1,776.58		
Phoenix Union High School...	2,500.00	Total to normal schools...	5,000.00
Prescott High School.....	2,500.00		
Safford High School.....	248.72	Grand total.....	44,823.89

To receive these funds schools must employ instructors approved by the State board of education. Neither the department nor the

State board inspects the schools or the actual work of the instructors, and no provision is made for inspection. After the close of each school year every school asking reimbursement submits a sworn statement giving in detail a report of its work in industrial subjects, including the character of the work, the number of pupils, number of hours devoted to it, cost of instruction, etc. These reports are used as a basis of approval by the department. Most of the industrial work seen by members of the bureau staff, considered merely as uncorrelated industrial work, was good. If it is to be correlated with the academic instruction and to affect in any way the subject matter and methods in the academic subjects, or if it is to be made vocational the State must assume more direction and supervision of it through a properly qualified assistant employed in the State department. There is real need in Arizona for schools to teach as vocations agriculture and the trades, including those affiliated with mining, to boys 14 to 18 years of age, some of whom are now in school, but most of whom are not. There is need also for continuation schools in every city and in the mining towns and camps for those 16 years old and over who are employed during the day. The high schools through their vocational departments should provide for these needs and the State department should be equipped to direct them in it.

Among the industrial courses now given, the commercial courses, manual training, and home economics are the most popular. The manual training is largely woodwork; very little is done in forging or machine-shop work. In Phoenix automobile repairing has been introduced. This will call for forging and machine-shop work. The manual training consists principally of making useful articles, sometimes things of use to the school, as tables, desks, etc. Very good work was seen at Winslow. When the high-school building was erected, the second story could not be completed by the contractor within the appropriation available. It was left unfinished and was completed by the high-school boys. Most of the furniture for domestic science and manual training was made by the boys. A wireless telegraph apparatus has been erected by them through which communication can be held with the neighboring States.

Shorthand, typewriting, and bookkeeping are the principal subjects taught as commercial work. The courses in many of the high schools could be strengthened. Most of them at the present time are merely clerical and are open to students in the first two years. In some cities they are open only to pupils who have completed two years of regular high-school work. The aim should be as times goes on for the high school to offer a complete four-year course, including other commercial subjects in addition to those preparing only for clerical jobs, such as courses in commercial law, commercial geogra-

phy, economics, salesmanship, business methods, and a modern foreign language. In Arizona Spanish is the most practical foreign language. Instead of three years of literary Spanish, one of these years should be given to teaching commercial Spanish.

The course in home economics in most schools consists of cooking and sewing. Millinery has been introduced in several schools with good results. In Douglas, Phoenix, and Prescott completely-furnished flats have been provided, thus affording an opportunity for the training of pupils in the care of a home.

Less has been done in agriculture than in manual training and domestic science. Agricultural courses are not practicable in high schools located in some of the mining districts, but are practicable in the irrigated districts and in other schools where the boys come from stock ranches. Much more should be done. Mesa has a large demonstration orchard and is making good use of it. Yuma has land for agricultural purposes, but it is not used, although the school employs a special teacher of agriculture and gives a course consisting of classroom and laboratory exercises.

Table 39 shows the enrollment in the 23 high schools for 1915-16 as reported by the principals to the United States Commissioner of Education. Many pupils are listed as taking both academic and industrial courses; so that the totals are not the same.

TABLE 39.—*Enrollment by years and in academic, commercial, and industrial subjects in 1915-16 as reported by the principals to the United States Commissioner of Education.*

High schools.	Total enrollment.	First year.	Second year.	Third year.	Fourth year and post graduates.	Academic.	Commercial.	Technical manual training.	Agriculture.	Domestic economy.
Benson.....	55	19	14	17	5	48	7	22	3	20
Bisbee.....	231	105	65	35	26	145	70	50	0	70
Clifton.....	70	30	16	8	16	68	17	6	0	12
Douglas.....	238	113	64	32	29	173	62	2	0	1
Duncan.....	36	25	6	5	0					
Florence.....	55	27	13	9	7	53	3	17	0	19
Glendale.....	107	48	24	20	15	107	35	25	10	30
Globe.....	108	39	34	21	14	173	154	63	10	185
Jerome.....	23	10	6	4	3	23	6	1	0	0
Kingman.....	27	12	8	5	2	27	0	0	0	0
Mesa.....	203	89	55	30	29	187	38	0	16	0
Miami.....	52	31	14	6	1	50	3	0	0	0
Morenci.....	20	10	4	2	4	18	2	0	0	0
Nogales.....	51	24	11	7	9	40	15	7	0	5
Phoenix.....	910	350	250	160	150	510	250	64	20	66
Prescott.....	146	57	38	27	26	120	26	27	0	28
Safford.....	46	24	8	4	10					
Tempe.....	93	42	22	16	13	48	45	0	0	0
Tombstone.....	26	15	8	3	0	26	0	0	0	0
Tucson.....	283	115	71	57	40	222	61	23	0	33
Willcox.....	68	44	9	10	5	37	31	17	0	24
Winslow.....	112	42	26	20	24	69	20	12	5	6
Yuma.....	138	52	45	31	10	75	43	0	14	16
Total.....	3,008	1,328	809	510	438	2,039	788	336	68	415
Per cent.....		42	26	17	15	66	26	11	2	13

¹ Includes seventh and eighth grade pupils who are attending the Globe Junior High School.

It is evident from the above that the academic courses are the most popular. The commercial courses attract more students than manual training, agriculture, or domestic economy. Agriculture is given in but six of the 23 schools, to 68 pupils only, although several other schools are located where agricultural courses would be practical. A total of 1,607 pupils are enrolled in the four subjects for which the special State aid is applied, and for money expended for vocational instruction to these pupils the State during the present year will reimburse the districts about \$40,000. For vocational work done during 1914-15, \$44,824 was paid. Of that amount \$39,824 was paid to 19 high schools which had 1,334 pupils in the vocational subjects, an average of approximately \$30 per pupil. The amount is high, and is warranted only while the work is new and interest has to be created. The State will not be justified in continuing this large expenditure for one phase of education unless it takes over the supervision of this work and makes it more effective, and unless greater interest is created and more pupils take it. Practically no greater expenditure would be necessary than at present if the enrollment in the department already established were doubled or even quadrupled.

(E) COST OF MAINTENANCE.

The cost of high-school education per child enrolled varies greatly, as may be expected. The following table, Table 40, gives the data for the 23 schools as computed by Prof. Neal, of the State university, from reports which the schools made to the university. Some of the data are questionable. It is not probable that Douglas pays four times as much as Tucson.

TABLE 40.—*Cost of high schools.*

Names of schools.	Enrollment, 1915-16.	Cost per child.
Benson.....	55	\$187.00
Bisbee.....	231	131.35
Clifton.....	70	152.55
Douglas.....	238	200.00
Duncan.....	36	186.67
Florence.....	56	183.08
Glendale.....	107	100.00
Globe.....	108	99.31
Jerome.....	28	110.69
Kingman.....	27	108.00
Mesa.....	208	109.60
Niami.....	52	100.00
Morenci.....	20	-----
Nogales.....	51	110.00
Phoenix.....	910	78.09
Prescott.....	146	-----
Efford.....	46	168.00
Tempe.....	93	156.00
Tombstone.....	26	90.00
Tucson.....	263	50.00
Wilcox.....	68	165.09
Winslow.....	112	109.00
Yuma.....	138	54.00

Cost per pupil recitation.—Data were collected in eight high schools to show how much it costs per pupil for each high-school recitation in each subject. Not all the data collected could be used, but enough is presented in the following table to give significant comparisons.

TABLE 41.—*Cost of instruction per child per recitation.*

Subjects.	Tempe.	Phoenix.	Prescott.	Nogales.	Bisbee.	Douglas.	Mesa.	Winslow.	Minimum.	Maximum.
	<i>Cents.</i>	<i>Cents.</i>	<i>Cents.</i>	<i>Cents.</i>	<i>Cents.</i>	<i>Cents.</i>	<i>Cents.</i>	<i>Cents.</i>	<i>Cents.</i>	<i>Cents.</i>
English I.....	4.2	3.8	8.7	8.0	5.5	7.0	.....	.....	3.8	8.7
English II.....	2.4	3.7	7.2	10.0	6.0	6.4	.....	.....	2.4	10.0
English III.....	3.4	3.5	6.9	18.0	8.0	7.2	.....	.....	3.4	18.0
English IV.....	14.4	7.2	5.0	12.0	7.0	10.7	.....	.....	5.0	14.4
English, all classes.....	.....	.....	.....	.....	.....	.....	3.0	6.6	.....	.....
Latin I.....	9.7	4.2	6.8	35.0	4.7	5.5	.....	.....	4.2	35.0
Latin II.....	10.8	.....	10.2	18.0	12.0	24.0	.....	.....	10.2	24.0
Latin III and IV.....	19.5	5.4	55.5	.....	36.0	20.5	.....	.....	5.4	55.5
Latin, all classes.....	.....	.....	.....	.....	.....	.....	22.0	.....	.....	.....
Spanish I.....	8.8	3.6	3.5	10.0	7.5	4.9	.....	7.4	3.6	10.0
Spanish II.....	5.1	3.9	6.4	.....	10.0	9.6	.....	.....	3.9	10.0
Algebra.....	4.6	4.5	6.2	10.0	8.0	7.2	6.8	9.2	4.5	10.0
Geometry.....	2.8	4.8	5.5	12.0	8.0	9.5	6.8	10.1	2.8	12.0
History, ancient.....	.....	3.8	5.3	14.0	7.0	9.2	.....	.....	3.8	14.0
Medieval and modern.....	7.0	3.9	4.9	18.0	12.5	9.8	.....	.....	3.9	18.0
American and civics.....	10.0	6.2	13.3	14.0	7.5	.....	.....	.....	6.2	14.0
All classes.....	.....	.....	.....	.....	.....	.....	5.5	8.1	.....	.....
Science, general.....	3.8	5.4	.....	27.0	7.0	.....	7.9	9.2	3.8	27.0
Agriculture.....	.....	12.2	.....	.....	.....	.....	16.6	.....	12.2	16.6
Biology.....	9.3	4.6	.....	.....	14.0	8.9	16.0	.....	4.6	16.0
Physics.....	18.7	6.9	9.0	.....	22.0	15.2	6.2	19.0	6.2	22.0
Chemistry.....	6.6	8.7	10.8	25.0	.....	16.0	.....	19.5	6.6	25.0
Typewriting.....	5.8	2.1	4.0	22.0	11.0	6.9	.....	3.5	2.1	22.0
Stenography I.....	8.0	6.8	13.5	28.0	10.0	8.6	.....	19.2	6.8	28.0
Stenography II.....	9.5	6.8	13.5	28.0	20.0	18.0	.....	19.2	6.8	28.0
Bookkeeping.....	5.9	6.0	17.6	45.0	10.0	19.0	.....	12.1	5.9	45.0
Art.....	6.3	18.5	.....	.....	14.6	.....	.....	8.9	6.3	18.5
Mechanical drawing.....	.....	10.7	.....	7.0	.....	.....	.....	10.1	7.0	10.7
Manual training.....	5.5	12.4	42.3	.....	23.3	.....	11.6	12.8	5.5	42.3
Home economics.....	5.0	5.4	16.9	9.0	11.0	.....	14.7	13.1	5.0	16.9

It will be observed that instruction in some subjects costs many times as much as instruction in others. This is due almost wholly to the size of the classes. If classes are made for a few pupils the cost must be large. This accounts for the fact that the cost of third and fourth year Latin in most schools is excessive. In one school the cost for Latin in these years per pupil recitation is 55 cents, while in the same school the cost of instruction in other subjects ranges from a seventh of this amount, or even less, to about one-fourth. So few pupils elect third and fourth year Latin that it is doubtful whether the schools can afford to offer more than two years of the subject. In most of the smaller schools, if more than two years' work is offered, the third and fourth year classes should be combined, reading one author one year and another the next, or classes might recite on alternate days. It is not necessary for an instructor to meet daily a third or fourth year Latin class having only three or four pupils.

Other subjects costing an undue amount could well be alternated also, as for instance, the different classes in history or in physics

and chemistry. The following table presents data showing the size of classes in 10 high schools, indicating the chief reason why some subjects are costing so much more than others. It will be noted that many classes are small, some having a membership of only 3 or 4 pupils.

TABLE 42.—*Size of classes in Arizona high schools.*

High schools.	Number of classes containing—						
	10 or fewer pupils.	11 to 15 pupils.	16 to 20 pupils.	21 to 25 pupils.	26 to 30 pupils.	31 to 35 pupils.	36 to 40 pupils.
Bisbee.....	13	17	14	6	2	—	—
Tempe.....	27	7	11	4	3	—	—
Winslow.....	18	7	6	3	2	—	1
Globe.....	10	8	13	8	4	2	—
Nogales.....	19	3	—	—	—	—	—
Douglas.....	11	10	12	9	8	1	—
Mesa.....	9	13	16	6	9	1	1
Phoenix.....	3	11	17	32	57	—	—
Prescott.....	14	7	6	3	2	2	1
Tucson.....	7	15	11	11	4	1	—

(F) PROMOTION OF PUPILS.

In the Arizona high schools the usual plan of promotion is by subjects, requiring pupils to repeat only the subject or subjects in which they failed. The following table (Table 43) shows the proportion of failures in 12 subjects in 10 high schools at the close of the school year 1915-16. It should be noted that in some schools the number of failures in all subjects is high, in others low. In other schools the number of failures in one or two subjects is high, while in other subjects it is low.

TABLE 43.—*Proportion of nonpromotions in 12 subjects in 10 Arizona high schools, June, 1916.*

City.	First-year algebra.	First-year English.	Ancient history.	First-year Latin.	First-year Spanish.	Plane geometry.	Physics.	Chemistry.	Stenography.	Bookkeeping.	Manual training.	Domestic science.
	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.	P. c.
A.....	2	2	0	2	1	18	0	4	9	9	0	0
B.....	16	10	6	12.5	3	4	0	0	9	0	0	0
C.....	12	5	5	25	12.5	10	12.5	10	24	0	4	0
D.....	11	3	—	1	5	12	0	0	0	0	—	0
E.....	8	3	0	7	0	9	—	0	0	0	0	0
F.....	14.1	8.3	4.6	12	14.6	12.5	8.7	0	0	0	—	—
G.....	20	4	10	9	20	25	7	0	15	0	15	7
H.....	8.5	2.9	4	7.5	11	31	0	0	0	0	0	0
I.....	9	5	10	25	6.5	8	4	1.5	1.5	33	4	—
J.....	9	—	14	—	—	—	—	—	—	—	—	—

In city A, 18 per cent failed in plane geometry, while the failures in other subjects were few. In several cities the per cent of failures in plane geometry is high, while in only two cities is the proportion

of failure high in commercial subjects. Manual training and home economics have few failures. The passing standard in the commercial subjects is undoubtedly too low, and the reputation of the high-school commercial courses among the business men suffers in consequence. The few failures in home economics, manual training, and the commercial subjects may indicate low standards, or may be due to the fact that the teachers do not regard them of equal importance with the academic subjects. High-school principals and teachers should make a serious study of the relative number of failures in the different subjects as a measure of their own success and failure.

A recent study of the high-school buildings, equipment, and teaching facilities has been made by the high-school visitor of the State university. Table 44 contains part of the information collected.

TABLE 44.—Buildings and equipment of Arizona high schools, from tables prepared by A. O. Neal, high-school inspector, University of Arizona.

		High-school building.					Laboratories—Value of equipment.							Vol- umes, library.			
Popu- lation.		Material.	Date of erec- tion.	Cost.	Num- ber of rooms.	Size of yard.	Num- ber of trees.	System of heating and ventilating.	Biol- ogy.	Phys- ics.	Chem- istry.	Agricul- ture.	Manual train- ing.		Domestic science.	Com- mer- cial.	
Benson.....	1,000	Stone.....	1913	\$50,000	25	40 acres.....	0	Stoves; windows.....	.....	\$500	\$1,000	.....	.....	\$1,500	\$1,200	\$500	400
Bisbee.....	21,000	Brick and concrete.....	1913	75,000	25	200 by 40.....	18	Hot air.....	\$1,000	1,500	500	.....	.....	7,500	4,000	2,000	1,500
Clifton.....	5,000	Brick.....	1912	20,000	15	60 by 100.....	0	.....	200	750	400	.....	.....	1,200	1,200	1,000	300
Clarkdale.....	2,500	Brick.....	1909	40,000	16	One block.....	40	Steam.....	.....	500	800	.....	.....	10,000	2,000	1,000	1,200
Duncan.....	1,000	do.....	1916	30,000	11	17 acres.....	.....	.....	.....	500	350	\$300	.....	1,000	1,200	175	500
Florence.....	2,000	do.....	1916	75,000	20	10 acres.....	.....	.....	50	600	450	.....	.....	1,000	1,500	1,000	500
Glendale.....	1,500	do.....	1912	30,000	10	20 acres.....	.....	.....	.....	1,000	1,000	100	.....	1,200	1,200	1,000	800
Globe.....	10,000	Concrete.....	1914	100,000	32	200 by 400.....	8	Hot air; fan system.....	500	1,300	1,000	.....	.....	2,500	1,500	1,200	800
Jerome.....	7,000	Stucco.....	1909	25,000	6	70 by 70.....	0	Hot water.....	.....	1,300	200	.....	.....	2,500	1,500	200	1,500
Kingman.....	2,500	Under construction.....	.....	.....	.....	.....	.....	.....	.....	150	500	.....	.....	350	.....	.....	100
Mesa.....	2,500	Brick.....	1909	50,000	25	5 acres.....	50	Hot air.....	200	400	500	.....	.....	2,000	800	700	1,100
Miami.....	10,000	Concrete.....	1915	114,000	21	200 by 600.....	0	Vacuum steam.....	200	700	1,200	.....	.....	1,200	1,000	600	1,200
Morenci.....	7,000	Brick.....	1905	10,000	7	.....	.....	.....	.....	200	75	.....	.....	530	750	700	1,100
Nogales.....	7,000	Stone; brick.....	1916	70,000	24	8 acres.....	10	Hot air.....	.....	200	850	.....	.....	1,060	2,000	1,065	625
Phoenix.....	30,000	Brick and concrete.....	1911	260,000	48	4 blocks.....	30	.....	1,000	1,000	1,400	250	.....	2,000	2,750	3,500	900
Prescott.....	5,500	Brick.....	1914	80,000	24	250 by 500.....	12	.....	320	1,000	500	.....	.....	2,000	1,000	1,000	.....
Safford.....	2,500	do.....	1915	40,000	30	9 acres.....	8	.....	150	200	600	300	.....	2,000	300	800	381
Tempe.....	2,000	do.....	1909	35,000	16	8 acres.....	175	Forced hot air.....	200	300	100	.....	.....	3,000	500	1,500	1,400
Tombstone.....	2,000	Wood.....	1885	.....	7	100 by 150.....	0	Stoves.....	300	100	60	.....	.....	3,400	1,000	260	250
Tucson.....	22,500	Brick.....	1908	105,000	20	City block.....	200	Hot air.....	300	700	700	.....	.....	3,400	1,000	500	900
Willcox.....	1,000	do.....	1911	8,000	10	7 acres.....	50	Stoves.....	600	250	.....	.....	.....	2,000	500	800	500
Winslow.....	4,400	do.....	1913	28,000	17	6 acres.....	12	Hot water.....	400	4,000	1,200	.....	.....	3,100	2,200	1,000	2,861
Yuma.....	4,000	do.....	1914	75,000	20	10 acres.....	0	Hot air.....	300	600	700	300	.....	.....	600	800	600

(G) HIGH-SCHOOL TEACHERS.

Education.—When the number of years of schooling of the high-school teachers in Arizona is compared with that of teachers in other high schools throughout the country, Arizona ranks high. Of the Arizona high-school teachers, 51 per cent have attended school 8 or more years beyond the elementary grades and are college graduates; 13 per cent have attended 7 years but less than 8; 16 per cent, 6 years but less than 7. Of the remaining 20 per cent who have attended less than 6 years, many have completed the 5-year normal course, others are 4-year high-school graduates, and a very few have attended less than 4 years. In 5 of 16 schools, all the high-school teachers are college graduates, and in only 2 does the per cent who are college graduates fall below 50.¹ The 51 per cent of the teachers who are college graduates include 177 individuals; 28 of them have postgraduate degrees and 56 have been resident postgraduate students; many others report attendance at summer schools. Nearly all the high-school teachers who have attended college report that they have had one or more courses in education. Most of the teachers beginning service within the past three years are college graduates except some in commercial and industrial departments. None should be employed in any department who have had less than a college course of four years. In their college course they should have had at least 10 semester hours of professional work in education.

Table 45 presents the foregoing information in greater detail.

TABLE 45.—*Education of high-school teachers, beyond eighth-grade, fall of 1916.*

Periods.	Bisbee.	Clifton.	Douglas.	Florence.	Glendale.	Globe.	Jerome.	Morenci.	No-gales.
	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>
Less than 6 years.....	10	0	15	14	23	0	33	0	66
Six years.....	10	0	30	14	67	15	0	0	0
Seven years.....	35	28	8	14	0	0	0	20	0
Eight years or more.....	45	72	47	48	0	85	67	80	34

Periods.	Phoenix.	Prescott.	Safford.	Tempe.	Tucson.	Winslow.	Yuma.	Average.
	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>	<i>Per ct.</i>
Less than 6 years.....	26	57	40	16	9	40	14	20
Six years.....	21	14	0	16	27	0	29	16
Seven years.....	6	0	20	16	0	20	0	13
Eight years or more.....	47	29	40	52	64	60	57	51

¹ Many of these college graduates have had much less than eight years' education beyond the grades. This accounts for what seems to be a discrepancy in Tables 45 and 46.

TABLE 46.—*Number of teachers and size of classes in high schools, 1915-16.*

[From tables prepared by A. O. Neal, high-school inspector, University of Arizona.]

High schools.	Term.	Teachers.					Classes.			Monthly salaries.		
	Weeks per year.	Whole-time teachers.	Part-time teachers.	Teachers college graduates.	Normal graduates.	Average size of classes.	Largest.	Smallest.	Classes per teacher.	Average salary.	Largest salary.	Smallest salary.
Benson.....	40	3	3	3	3	15	30	2	4-7	\$125	\$180	\$100
Bisbee.....	38	13	2	All.	3	15	30	6	5-6	100	190	80
Clifton.....	38	10	.....	7	3	10	26	5	6	130	180	100
Clarkdale.....	40	4	.....	All.	10	10	20	6	.....	111	125	100
Douglas.....	38	10	7	13	1	20	36	4	5	130	130	115
Duncan.....	38	4	.....	2	2	10	22	3	.....	115	180	100
Florence.....	38	5	8	7	1	12	30	3	.....	90	100	80
Glendale.....	38	5	.....	2	3	18	26	7	5	112	.....	90
Globe.....	40	6	12	18	3	23	35	2	5	115	135	90
Jerome.....	40	3	1	3	1	7	13	2	.....	124	180	85
Kingman.....	38	2	1	2	1	12	19	6	.....	110	110	110
Mesa.....	38	12	.....	6	4	25	55	4	5	128	155	90
Miami.....	38	6	4	6	2	20	36	1	.....	126	120	125
Morenci.....	38	14	12	16	.....	4	10	1	5	117	135	100
Nogales.....	38	4	3	4	3	9	24	3	5	120	140	105
Phoenix.....	38	30	1	23	2	25	70	10	.....	145	225	100
Prescott.....	38	6	5	9	1	17	34	1	5	145	183	128
Safford.....	38	5	3	3	5	14	36	6	.....	103	167	85
Tempe.....	38	5	5	5	4	15	30	5	4-7	150	180	115
Tombstone.....	.....	2	0	2	.....	9	18	3	.....	130	120	120
Tucson.....	38	11	4	All.	.....	23	35	9	4	147	155	123
Wilcox.....	38	5	1	3	1	16	24	1	.....	118	200	55
Winslow.....	38	6	5	10	.....	18	33	7	5	135	166	111
Yuma.....	38	8	.....	All.	.....	15	30	3	5	119	180	100

¹ The high school is housed with elementary grades and the school is conducted on the departmental plan.

Experience.—Practically all of the Arizona high-school teachers had experience in teaching before coming to their present positions. Three per cent are teaching their first school year, 12 per cent their second, and 85 per cent their third or more than their third. The teaching corps changes rapidly, for 37 per cent are teaching the first year in their present positions, 33 per cent the second year, and only 32 per cent have held the same position for three years or more. Comparatively few have been in their present positions more than four years. As the committee views the high-school situation in Arizona, the short tenure of teachers is an element of weakness. In seven high schools 50 per cent of the teachers or more are new, in three none has taught more than two years in the same schools.

(H) SIX-YEAR HIGH SCHOOL.

Many city superintendents throughout the country have been reorganizing their schools on what is popularly known as the six-six plan—six years in the elementary grades and six years in the high school, the high school being divided into two divisions of three years each, known as the junior and senior high school. In some cities the junior high school consists of only two grades, the seventh and eighth.

No real junior high schools have been organized in Arizona, in the sense that a—

junior high school is an organization of grades seven and eight, or seven, eight, and nine, whether housed with the senior high school or separately, to provide by various means for individual differences, especially by an earlier introduction of prevocational work or of subjects usually taught in the high school.

In Tucson, Winslow, Morenci, and Globe the grammar grades are housed in the same building as the high school and are conducted on the departmental plan. To organize junior high schools meeting the foregoing definitions in these cities would be comparatively easy, but to introduce the junior high school into all the cities in Arizona is not possible at present because of a lack of buildings and equipment for junior high-school work. It is recommended that, as new buildings are needed, the junior high-school organization be kept in mind. Bisbee, which has been in need of more room for the elementary grades, is now erecting buildings for two junior high schools. With the seventh and eighth grades removed to these buildings, there will be room enough in the old buildings to accommodate the first six grades for several years.

This plan could well be imitated in other cities where new buildings are needed. If a new high-school building is needed, the old high-school building could be used for a junior high school. In the cities in which the seventh and eighth grades are housed in the same building with the high school only a slight change in administration and in the courses of study will be necessary to convert them, together with the ninth grade, into a junior high school. One principal would then be in charge of both the junior and senior high schools.

The introduction of a six-year high school is recommended for several reasons, among which may be mentioned the saving of time. It has been repeatedly shown that American boys and girls at the age of 18 are two years behind those of European countries in which the organization is different from the American form of organization.

Some years ago the National Education Association appointed a committee to report upon economy of time in education. This committee reported in favor of a six-year elementary course and a six-year high-school course.¹

The National Education Association is committed to the plan, and State educational associations are indorsing it.

A pupil should, during the first six years of school, come into possession of what are called the "tools of learning"—reading, writing, and arithmetic. After he has possession of the "tools" he can take up some of the high-school subjects, as a foreign language and algebra, as easily as he can after eight years in the elementary grades.

¹ See U. S. Bureau of Education Bulletin, 1913, No. 38, *Economy of Time in Education*, and Bulletin, 1913, No. 41, *The Reorganization of Secondary Education*.

The two grades above the sixth are devoted largely to a repetition of the subjects taught in the fifth and sixth grades and present no new facts that can be used in the study of a foreign language if taught naturally, or in the study of algebra or general science. Elementary science is just as interesting to children in the seventh and eighth grades as it is to those in the ninth or tenth. At the beginning of adolescence, the grammar period, the mind begins to reach out after the new; it is the period when children become interested in nature and want to learn about its mysteries. It is a pedagogical axiom that certain subjects are best taught at certain periods.

At the beginning of the seventh grade the course of study can well be differentiated into two or three courses—a college preparatory course, a general course, and a prevocational course. Pupils taking the college preparatory courses would go to college better equipped than they do now. The general course should provide more specifically for those not expecting to go to college. Not many pupils taking the general course would be barred from college, since the most progressive colleges are now permitting a wide range of electives for entrance. Those pursuing the vocational course would be prepared to enter at once upon a life career, or if they decided to go to an engineering college, they would be better prepared to take up the work. The four-year high-school industrial course does not prepare the boy as he should be prepared to begin real life. By beginning this course in the seventh grade with at least five hours a week for industrial subjects, skill in operations could be obtained during the junior high-school period, and the technical aspects during the senior high-school period. That is now impossible, because much of the work that might be done in the seventh and eighth grades must be taken up as prevocational work in the high school.

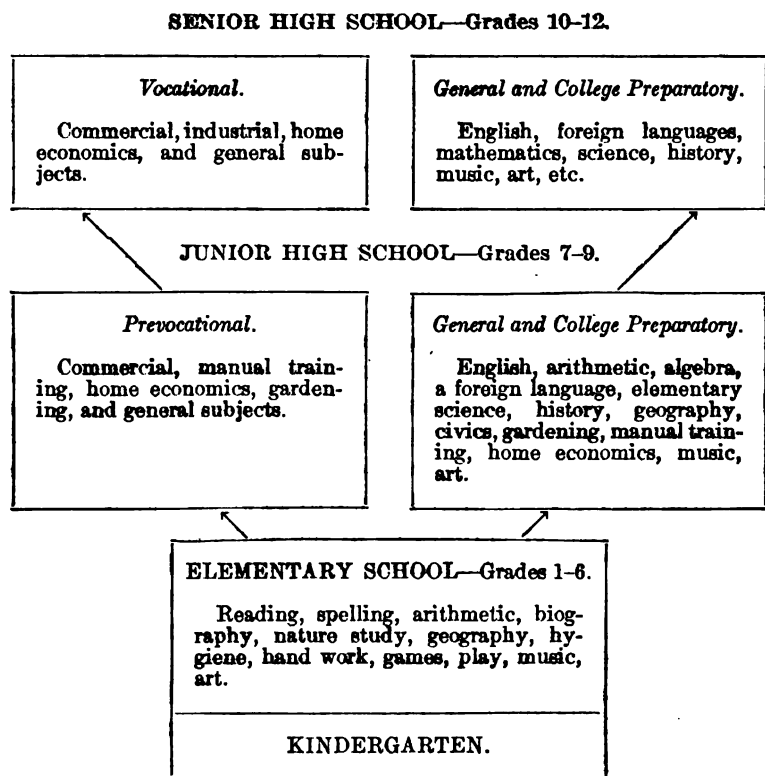
As pointed out in another part of this report, the commercial course should be strengthened. If there were a six-year high school a six years' course could be offered in commercial subjects—not six years of bookkeeping, stenography, and typewriting, but six years in studying those subjects that would help take the high-school graduate out of the clerical class.

In a six-year high school a pupil who is found to have no aptitude for certain subjects or courses can be transferred to another course before it is too late. The courses should not be so different that a pupil is forever doomed to follow a certain course without possibility of transfer to another.

In reply to a questionnaire, most superintendents who have organized junior high schools say that the junior high school serves the following ends: Greater differentiation can be provided; transition to senior high school made easier; better teaching methods are

used; fits needs of slow-moving pupils; bright pupils are encouraged; more thorough work in subjects ordinarily taught in the high school; vocational or prevocational subjects can be introduced earlier; pupils are retained longer in school.

The following diagram illustrates a plan on which many of the Arizona schools could be reorganized:



Section 6.—ELEMENTARY SCHOOL ATTENDANCE.

(A) CENSUS AND ENROLLMENT.

The success with which schools enroll the children who should attend, the regularity of their attendance, and the length of school terms are among the most important considerations in a study of the school system of a State. However excellent the educational advantages furnished, poor attendance leads to waste of opportunity and financial extravagance. No State can afford to relax its efforts in this direction until every child of actual school age is in attendance every day school is taught, unless prevented by illness or other equally serious cause. The census, enrollment, and average daily

attendance in Arizona for the preceding three bienniums are stated in the table below. It shows that the number of children 6 to 21 years of age is increasing rapidly, that the enrollment is increasing more rapidly than the census, but that the average daily attendance is not keeping pace with the increased enrollment. It is, however, keeping up to the census as is shown in the last column.

TABLE 47.—*Census, enrollment, and daily attendance, 1912-1916.*

Years.	Census (6 to 21 years).	Enroll- ment.	Enroll- ment to census.	Average attend- ance.	Ratio of attend- ance to enroll- ment.	Ratio of attend- ance to census.
			<i>Per cent.</i>		<i>Per cent.</i>	<i>Per cent.</i>
1912.....	42,281	31,782	76	21,611	68	52
1914.....	53,845	42,036	78	28,139	67	51
1916.....	61,633	49,061	80	31,810	65	51

The legal school age in Arizona is from 6 to 21 years. This classification follows precedent in many other States and is used chiefly for the purpose of apportioning State money. It has little relation to the age of actual school attendance, since normal children finish the high-school course at about 18 or 19 years of age. When high schools are not within convenient reach, as in many parts of Arizona, few children attend school after the age of 15 or 16.

The figures given for enrollment in the above table are undoubtedly too high. They are taken from the reports of the county superintendents to the State superintendent. They show, for instance, for 1915-16, an enrollment of 80 per cent of the school population 6 to 21 years of age. If this were correct, it would mean that practically all of the children of actual school age were enrolled in school, since approximately 20 per cent of children between 6 and 21 have completed elementary and high-school courses or have passed the normal age for completing them.

According to the Federal census of 1910, Arizona enrolled in school in that year 53 per cent of the population 6 to 21 years of age. This was a lower percentage than that of any other western State; Utah enrolled in the same year 70 per cent of the census.

Table 48 gives by counties the census (6 to 21), the enrollment, and attendance. These figures also are from the reports of the county superintendents for 1915-16. The percentage of attendance to enrollment varies from 54 to 82, which emphasizes the probability of duplicate enrollments and other inaccuracies. It is of little value merely to enroll children unless they are required to attend regularly throughout the term. An allowance of 10 per cent of the enrollment

ought to cover all necessary absences due to illness, bad weather, and other unavoidable causes.

Table 48 shows also the average daily attendance based on the "average number belonging" as reported by the county superintendents. The figures are, however, of little significance, as there is no established and uniform method in Arizona of calculating the average number belonging. There should be, of course, an established rule uniformly followed in regard to the number of days children are carried on the roll as "belonging." Visits to teachers show that some drop children from the roll after one day's absence, some after two, and some wait three or more days. Of course, the fewer days the name is carried on the list of membership, the higher the percentage of average daily attendance based on the average number belonging.

TABLE 48.—*Census, school enrollment, and attendance, 1915-16.*

Counties.	Children 6 to 21 years of age.	Total enrollment in public schools.	Percentage of enrollment to census.	Average daily attendance.	Percentage of attendance to enrollment.	Average number belonging.	Percentage of attendance to number belonging.	Percentage of attendance to census enumeration.
Apache.....	1, 197	1, 039	77	704	68	746	94	59
Cochise.....	12, 161	9, 545	72	6, 368	67	6, 758	94	52
Coconino.....	1, 287	1, 155	70	754	68	803	94	59
Gila.....	4, 426	4, 060	80	2, 649	65	2, 802	94	59
Graham.....	3, 171	2, 773	78	2, 038	76	2, 160	95	64
Greenlee.....	4, 242	3, 488	82	2, 271	65	2, 412	96	53
Maricopa.....	13, 735	10, 473	81	7, 161	68	7, 564	95	53
Mohave.....	1, 169	812	65	493	60	528	93	43
Navajo.....	2, 522	1, 788	72	1, 319	73	1, 395	94	52
Pima.....	6, 871	4, 067	57	2, 785	68	2, 976	89	43
Pinal.....	2, 614	2, 509	77	1, 536	61	1, 662	91	58
Santa Cruz.....	2, 957	1, 686	47	924	54	1, 030	89	31
Yavapai.....	3, 697	2, 784	70	1, 773	63	1, 894	93	48
Yuma.....	2, 084	1, 584	78	1, 035	65	1, 112	92	49
Total.....	61, 633	49, 051	80	31, 810	65	33, 842	94	51

The percentage of average-daily attendance, whether obtained on a basis of the number belonging or of the number enrolled, is not a significant figure except for the purpose of comparing attendance among schools or among counties in which it is obtained in the same way. It is of very little value to show attendance as it is, compared with what it should be. A few regular attendants bring up the average in a school in which the majority attend irregularly, and a few very irregular attendants may lower the average attendance in a school in which the attendance of the majority is reasonably good. The actual attendance of pupils who should be in school is shown approximately in Table 49, obtained by computing as accurately as possible with the data available the average number of days attended by all the children enrolled. Arizona has a minimum school term of 160 days in each district. In some counties the term

averages 180 days, but the actual number of days attended by the children enrolled varies from 93 in Santa Cruz County to 123 in Maricopa and Pima Counties. Throughout the State there is a difference of from two and one-half to four months between the number of days school is taught and the actual number of days attended by the average pupil enrolled. So great a difference indicates that the compulsory education law is either misinterpreted or not properly enforced. This law requires children to be in school the full term, not part of it. Aggregate attendance is the sum of the number of days attended by all the pupils and is, therefore, dependent upon both the number in attendance and the length of time attended. The item is more significant in evaluating school attendance than percentage of average daily attendance, because the average daily attendance is a secondary item, found by dividing the aggregate attendance by the number of days a school was in session. "Aggregate attendance" should be added to the reports now required in Arizona.

Other items which should be added to the reports required from the county superintendents are (1) number of defective children, mentally and physically, who are incapacitated for school or who should be in special schools or classes. This could be gathered by teachers or census marshals as the data on blind and deaf are now gathered, the marshals to be assisted by the county physician when necessary; (2) age-grade data for each district, which should be summarized by counties; (3) number completing eighth-grade and number entering high school; (4) number of children between 8 and 16 who did not attend school at all and the number who did not attend school regularly; (5) number of children 6 to 19 years of age, the ordinary school age.

TABLE 49.—*Length of terms and average number of days attended by each pupil enrolled.*

Counties.	Average number of days—		
	School was taught.	Attended by each pupil enrolled.	Not attended by each pupil enrolled.
Apache.....	162	109	53
Cochise.....	175	116	59
Cocorino.....	175	114	61
Gila.....	180	117	63
Graham.....	180	117	63
Greenlee.....	175	113	62
Maricopa.....	180	123	57
Mohave.....	165	100	65
Navajo.....	180	118	62
Pima.....	180	123	57
Pinal.....	180	110	70
Santa Cruz.....	170	98	72
Yavapai.....	170	107	63
Yuma.....	180	104	76

(B) ATTENDANCE IN CITY SCHOOLS.

When average daily school attendance in the cities of Arizona is compared with the enrollment, it appears that attendance is poor. Data collected in five cities to show distribution of attendance for the school year 1915-16 show that 12 per cent attended less than 51 days, 10 per cent from 50 to 100 days, 30 per cent from 100 to 150 days, and 48 per cent more than 150 days. When the fact is considered that the population in these Arizona cities shifts rapidly, the attendance is not as bad as it seems. In one city, for instance, the enrollment for the year 1915-16 was 608 and the average daily attendance only 392. In that city 111 pupils moved away from the city during the year, 7 left to enter private schools, 7 went to work, and 19 left for miscellaneous reasons, making a total of 144 leaving school during the year. In another city enrolling 1,653 pupils during the year the average daily attendance was 1,242; 188 moved from the city during the year, 16 went to work, and 89 left for miscellaneous reasons. A number of children without doubt moved into these cities and entered school after the beginning of the term. It would be unfair to the cities of Arizona, therefore, to compare their school attendance statistics with those of older communities whose population is more nearly stationary.

Only comparatively few cities could furnish definite data to show the number of children of compulsory school age not in school. The school census as taken in Arizona is of little assistance for this purpose. It is taken usually in January. The attendance officer in each city should take the school census in August or the 1st of September each year, and he should keep a continuous census record by adding the names of children who have moved into the city and dropping the names of those who have moved away. With such a record children not in school can be easily located, whether in private schools, at home, or at work.

(C) COMPULSORY ATTENDANCE.

The compulsory school age in Arizona is 6 to 16 years, unless the child has completed the elementary school before that age, when he may leave at 14. Eleven county superintendents report that it is well enforced; three reported that it is partially enforced. A comparison of the number of days attended to the days taught (Table 49) does not verify the statement of the 11. The large enrollment compared to average daily attendance also indicates laxity in the enforcement of the true intent of the law. If the enrollment is correct, it indicates that children are forced to enroll in school but not to attend regularly. The law itself does not specifically state how much absence causes violation of its regulations, and there is

no legal interpretation in regard to it. Children may be and often are absent several days without cause before an investigation is begun. Some counties do not have truancy officers or do not report any, and the sheriff in some counties appears to be too busy to give proper attention to attendance irregularities. When the entire enforcement of the compulsory law is left to school directors, it becomes too localized to be efficient. If teachers were required to investigate daily absences and report to the truant officer, better results would be obtained. It would also add to the beneficial effects of the law to include a clause compelling children between 14 and 16 who have finished the elementary school either to attend a high school when one is accessible or be engaged in useful employment at home or in some industry.

(D) RETARDATION AND ELIMINATION.

Scope of the study.—An important factor in the consideration of the efficiency of a school system is the progress of children through the various grades, especially in the elementary school. One is impressed in nearly all Arizona schools with the number of apparently overage children in the lower grades. In order to ascertain the number and percentage of children underage, normal, and overage for their respective grades, data were collected in 12 of the city school systems, including approximately 16,000 children, and from 354 classrooms in schools outside of cities with special superintendents, including about 9,000 children, which is approximately 40 per cent of the enrollment in rural schools. Since the elementary school course of study is eight years in length, the normal child entering at 6 years of age and making one grade each year completes the course at 14; one entering at 7 should complete the course at 15. In the compilation of the data, therefore, children of the first grade 6 and 7 years of age are considered normal; all 8 years of age and over, overage. In the second grade children under 7 years of age are considered underage; all 7 and 8 years of age, normal; and all 9 or more years of age, overage; and so on throughout the grades, allowing two years for the normal age, or nine years for completion of the elementary school course. This is a most liberal allowance for normality when the fact is taken into consideration that the ages are taken as of September 1 instead of June 1. A child may fail and repeat a year's work and still be classed as normal.

A complete study of retardation includes not alone the age of pupils in each grade, but also the number making slow progress and the number making rapid progress through the course, aside from the age consideration. Cumulative data are not kept in Arizona schools, and information concerning progress through grades in preceding

years is not available except in a few cases. Statistics reported include only the relation between the children's age and the grade in which they are enrolled; they do not show all the facts. A pupil old for his grade may still make normal or even rapid progress. If so, the retardation of that pupil should not be charged to the school unless the school authorities fail to enforce the compulsory attendance law. Even without tables to show progress in the grades regardless of the age, the data collected showing the number and percentage of children underage, normal, and overage for their respective grades are significant and worthy the serious consideration of superintendents, principals, and teachers. The following tables show this for each of 12 Arizona cities, and the same data for the counties, including schools outside of cities with special superintendents.

Tables 50 and 51 show the number of children who are underage, of normal age and overage for the 12 Arizona cities and similar data for 22 small cities in the United States submitted for the purpose of comparison. In both cases data were gathered at the same time of the year and in the same way.

Tables 52 and 53 show data of the same kind for the schools outside of cities with special superintendents in the 14 counties of Arizona and in 20 counties of Colorado, the counties selected in order from an alphabetical arrangement. The data were collected at the same time and in the same way in both cases.

TABLE 50.—*Age-grade data for 12 Arizona cities, October, 1916.*

Cities.	Number of children.				Percentage.		
	Under age.	Normal.	Over age.	Total.	Under age.	Normal.	Over age.
Bisbee.....	110	1,344	749	2,203	5	61	34
Clifton.....	50	501	703	1,254	4	40	56
Douglas.....	79	1,185	1,380	2,633	3	45	52
Flagstaff.....	15	145	100	260	6	56	38
Globe.....	55	795	432	1,282	4	62	34
Mesa.....	41	442	208	691	6	64	30
Nogales.....	25	189	417	631	4	30	65
Phoenix.....	217	1,572	921	2,710	8	58	34
Prescott.....	40	299	160	499	8	60	32
Tempe.....	19	203	160	383	5	73	42
Tucson.....	93	1,302	1,705	3,100	3	42	55
Winslow.....	79	369	188	636	13	58	29
Total.....	823	8,346	7,112	16,281	15	51	44

¹ Average.

TABLE 51.—Age-grade data for 22 cities of 5,000 population or under gathered at about the same time as those for Arizona, October, 1916.

Cities and States.	Number of children.				Percentage.		
	Under age.	Normal.	Over age.	Total.	Under age.	Normal.	Over age.
Alma, Mich.	33	346	189	568	6	61	33
Attica, Ind.	35	453	130	618	6	73	21
Ballinger, Tex.	8	374	243	725	1	52	47
Bedford City, Va.	5	218	137	360	1	60	39
Clinton, Mo.	76	499	178	753	10	66	24
Clovis, N. Mex.	38	468	160	666	6	70	24
Dartmouth, Mass.	97	605	238	940	10	64	26
Englewood, Colo.	78	490	99	667	12	73	15
Fulton, Ky.	39	263	72	364	11	70	19
Goldfield, Nev.	29	274	105	408	7	67	26
Harvard, Ill.	23	294	84	401	6	73	21
Highland Park, Ill.	22	419	80	521	4	80	16
Marion, Iowa.	19	459	153	631	3	74	23
Owego, N. Y.	61	270	131	462	13	58	29
Prospect Park, N. J.	202	272	56	530	38	51	11
Rawlins, Wyo.	18	309	69	396	5	78	17
Red Lake, Mont.	22	1,043	19	1,084	2	98	2
Ridgefield, Conn.	69	328	120	517	13	63	24
Rushville, Ind.	32	524	247	803	4	65	31
Swanton, Vt.	31	133	93	257	12	52	36
Two Harbors, Minn.	116	790	140	1,046	11	76	13
Wellsburg, W. Va.	64	569	179	812	8	70	22
Total	1,117	9,390	3,020	13,527	18	69	13

¹ Average.

TABLE 52.—Age-grade data for Arizona schools, not including 12 cities in Table 50.

Counties.	Number of children.				Percentage.		
	Under age.	Normal.	Over age.	Total.	Under age.	Normal.	Over age.
Apache.	8	188	224	420	2	44	54
Cochise.	69	555	572	1,196	6	45	49
Coconino.	9	80	68	157	6	51	43
Gila.	8	130	191	239	3	64	43
Graham.	64	559	410	1,034	6	54	39
Greenlee.	25	169	251	435	6	38	46
Maricopa.	196	1,232	735	2,163	9	57	33
Mohave.	24	124	71	219	10	56	34
Navajo.	20	381	321	722	3	62	45
Pima.	36	405	433	874	4	46	50
Pinal.	9	74	122	205	4	36	59
Santa Cruz.	28	177	386	591	5	30	65
Yavapai.	47	258	191	476	9	54	38
Yuma.	57	155	97	309	18	50	31
Total.	600	4,487	3,963	9,040	16	49	45

¹ Average.

TABLE 53.—*Data from schools not including cities with special superintendents for first 20 counties in Colorado, arranged alphabetically.*

County.	Total children.	Under age.	Normal.	Over age.
		<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
1.....	1,311	11	66	23
2.....	54	9	52	39
3.....	463	15	56	29
4.....	49	8	63	28
5.....	462	10	61	29
6.....	1,011	12	65	23
7.....	116	21	61	18
8.....	482	10	64	26
9.....	43	16	65	19
10.....	171	2	62	36
11.....	274	8	43	49
12.....	670	10	65	25
13.....	375	13	63	24
14.....	80	11	60	29
15.....	382	13	66	21
16.....	356	19	60	21
17.....	851	10	59	21
18.....	1,149	11	65	24
19.....	1,021	5	71	24
20.....	1,112	10	65	25
Total.....	10,434			
Sixty-two counties (schools outside of cities).....	30,379	10	63	27

A comparison of the Arizona cities with those in other States given and of the Arizona counties with the data for 20 Colorado counties (Tables 50 to 54) indicates that there is an excessive rate of retardation and a correspondingly low rate of normality and of under-age children in the Arizona schools. This is not true for all cities or counties, but 5 of the 12 cities and 11 of the 14 counties show a very high rate of retardation. A comparison of the figures for the counties of Arizona given in Table 52 with those for Colorado given in Table 53 shows that Colorado counties are almost uniformly better.

Between Arizona city schools and the schools outside the cities the difference is, on the whole, negligible. There is a slightly higher proportion under age and over age in the schools of the rural communities and a lower rate of normality. The difference may be due to the less systematic grading of rural schools. It is probable that the real conditions in this respect do not vary materially. A summary is given in Table 54.

TABLE 54.—*Per cent of underage, normal, and overage in Arizona and other places.*

	Total number of children.	Per cent under age.	Per cent normal.	Per cent over age.
12 Arizona cities.....	16,281	5	51	44
22 other cities.....	13,527	8	69	23
354 Arizona rural schools.....	9,040	6	49	45
62 Colorado counties.....	30,379	10	63	27

The problem.—The seriousness of retardation is concerned chiefly with the results to the child himself, the educational loss to the State, and the financial loss which comes from the added expense of repeating grades. Of these the first two are of the most importance. The child becomes discouraged and leaves school at an early age, while the State loses the possibility of adding to its population an educated citizen.

Children who leave school at the close of the first, second, or third year of school miss the larger part of the education which the State provides for its children, and they do not receive the minimum amount which is by general agreement considered necessary as preparation for intelligent citizenship. Many of these children have not advanced far enough to acquire the permanent habits which the school aims to inculcate, and the training gained in so short a time can not be sufficient for ordinary needs. The education is not comprehensive enough, and the school impressions are superficial. The children as well as the State lose through the failure of the children to make full use of what is freely offered.

The cost of repeating grades is an important consideration. The relation between cost and the percentage of repeaters is approximately direct; that is, if 10 per cent of the pupils enrolled are repeating, the added cost is 10 per cent of the total cost of the system. An accurate estimate of added cost can not be made from data available for Arizona because the overage children are not all repeaters; many, particularly Mexicans, enter school at an advanced age. However, from the studies made it is evident that the usual close relation between overage and retardation exists in Arizona. Further evidence that this is true is found in the figures on promotion in Table 65. The majority of those given in the tables (50 to 53) as overage children are really retarded children, and their education is costing the State annually far more than would be necessary if special classes and special teachers were provided for them.

The injury of retardation is not confined to the cost nor to the fact that the children leave school early and are therefore deprived of an education. While they do remain in school the instruction is not adapted to their abilities. They do not, therefore, receive full benefit from the time which they devote to school, and since they are improperly classified, they are a burden to the teacher and a handicap to the pupils who are making normal progress. This erroneous classification means that the teacher is obliged either to neglect the backward children or to devote to them the time needed for the proper advancement of the bright children. This is more disastrous in rural schools where individual help is a greater tax on a teacher already burdened with far too many classes. The school should be

so organized that no group of children need be sacrificed for the education of another group.

Excessive retardation.—Retardation is not so serious if confined to the lower grades and children are not more than two years overage. The schools of Arizona, however, have many children three years or more overage. (See Tables 55, 56, and 58.) Studies made in other cities indicate that a high percentage of those retarded three years or more are mentally defective. Proper provision for such children can be made only through special classes or institutions, a provision not yet adopted in Arizona to any extent. Special classes would retain in school many overage children who now drop out because they are required to attend classes with children much younger than they. The total number overage three or more years is 2,576, or 16 per cent of the children enrolled in the 12 cities, and 1,394, or 15 per cent of the total number reported in the other schools from which data were obtained. Table 57 shows the proportion of young, normal, and overage by grades in the 12 Arizona cities. It indicates that the overage problem is greatest in the fifth grade and rapidly diminishes in the upper grades and high school. This is about the grade at which retarded children reach the compulsory age limit and drop out of school. Table 58 shows the number and proportion of children retarded three or more years in each grade in the 12 cities. It will be noted that there are comparatively few three years or more overage in the seventh and eighth grades; in fact, after the fourth grade the percentage of children three or more years overage rapidly diminishes. The excessive retardation in Arizona schools is not confined to the Mexican population; figures are given in a later table.

TABLE 55.—*The number and proportion of children overage in each city for one, two, and three or more years.*

Cities.	One year.		Two years.		Three years or more.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Bisbee.....	336	18	206	8	204	8
Clifton.....	217	17	189	15	300	24
Douglas.....	484	19	331	13	495	19
Flagstaff.....	47	19	23	9	22	8
Globe.....	200	16	116	9	122	9
Mesa.....	101	15	68	9	41	6
Nogales.....	124	20	98	16	188	29
Phoenix.....	459	17	280	9	227	8
Prescott.....	90	18	46	9	25	5
Tempe.....	62	15	41	11	57	14
Tucson.....	505	15	455	14	844	26
Winslow.....	59	11	39	8	51	10

TABLE 56.—*The number and proportion of children overage in Arizona schools outside of cities.*

Counties.	One year.		Two years.		Three years or more.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Apache.....	99	24	47	11	78	19
Cochise.....	222	19	140	12	210	18
Cocoino.....	34	22	19	12	15	9
Gila.....	37	15	28	12	36	15
Graham.....	171	16	117	11	123	12
Greenlee.....	88	20	47	10	116	26
Maricopa.....	353	16	201	9	181	8
Mohave.....	41	20	15	7	15	7
Navajo.....	163	22	73	10	85	13
Pima.....	135	15	110	13	183	22
Pinal.....	36	17	24	12	62	30
Santa Cruz.....	113	19	84	14	189	32
Yavapai.....	83	17	44	9	64	12
Yuma.....	43	14	22	7	32	10
State.....	1,618	17	941	14	1,394	15

TABLE 57.—*Proportion young, normal, and over age, by grades, in 12 Arizona cities.*

Age periods.	Elementary-school grades.								High-school classes.			
	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	I.	II.	III.	IV.
Young.....	2	5	6	6	5	6	8	5	18	16	16	19
Normal.....	58	48	53	45	44	50	55	60	55	60	67	70
Over age.....	42	47	41	49	51	44	37	35	27	24	17	11

TABLE 58.—*The number and per cent of children 3 or more years over age in each grade in Arizona cities.*

Cities.	First grade.		Second grade.		Third grade.		Fourth grade.		Fifth grade.		Sixth grade.		Seventh grade.		Eighth grade.		Total.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
Bisbee.....	99	15	27	8	66	19	20	8	12	5	7	4	3	2	0	0	204	8
Clifton.....	36	8	38	32	55	33	62	38	31	35	26	29	16	0	7	13	300	24
Douglas.....	202	22	100	25	83	21	48	18	46	18	7	4	0	0	0	0	495	19
Flagstaff.....	9	14	4	11	0	0	4	14	1	3	2	7	0	0	0	0	22	8
Globe.....	9	8	22	10	21	11	19	12	16	13	10	8	3	0	0	0	123	8
Mesa.....	24	7	9	8	4	4	7	7	6	7	4	3	2	0	0	0	41	6
Nogales.....	63	24	51	47	21	31	34	44	15	30	11	4	3	10	0	0	188	23
Phoenix.....	37	7	44	12	40	11	50	13	30	10	13	3	14	5	0	0	227	8
Prescott.....	6	6	0	0	8	11	4	6	3	5	3	7	1	0	0	0	26	5
Tempe.....	6	10	19	20	12	28	11	20	12	18	11	1	1	0	0	0	75	14
Tucson.....	280	27	207	27	117	30	135	30	54	21	23	14	12	0	0	5	844	27
Winslow.....	23	17	8	15	9	14	7	8	2	0	0	0	0	0	2	6	51	10
Total.....																	2,576	16

Age range.—The range of ages of children in the Arizona city schools is shown in Table 59. The variation in the first grade is from 5 or 6 to 15 or 16 years in several cities. The variation is highest

in the first three grades and diminishes rapidly after the fourth grade for reasons which have been stated elsewhere.

The range is unusually great, particularly in the cities with a large number of Mexican refugees. The older children among them should not be put into regular grades but in special classes. The incongruity of teaching 5-year-old and 16-year-old children together and in the same way is apparent.

TABLE 59.—Range of ages in each grade for 12 cities.

Cities.	First grade.		Second grade.		Third grade.		Fourth grade.		Fifth grade.		Sixth grade.		Seventh grade.		Eighth grade.	
	Range.	Variation.	Range.	Variation.	Range.	Variation.	Range.	Variation.	Range.	Variation.	Range.	Variation.	Range.	Variation.	Range.	Variation.
	Yrs.	Yrs.	Yrs.	Ys.	Yrs.	Ys.	Yrs.	Yrs.	Yrs.	Ys.	Yrs.	Yrs.	Yrs.	Ys.	Yrs.	Ys.
Tucson.....	5-16	11	6-16	10	7-16	9	7-16	9	8-16	8	9-16	7	10-16	6	11-16	5
Tempe.....	6-12	6	6-10	4	7-15	8	8-16	8	9-16	7	10-16	6	11-16	5	12-16	4
Globe.....	5-13	10	6-14	8	7-15	8	7-15	8	8-17	9	9-17	8	10-17	7	11-17	6
Nogales.....	5-14	9	6-16	10	7-15	8	9-16	7	9-16	7	10-16	6	11-16	5	12-16	4
Mesa.....	5-13	8	6-14	8	7-12	5	8-14	6	9-14	5	11-16	5	11-16	5	12-16	4
Flagstaff.....	6-13	7	6-12	6	7-10	3	8-14	6	9-14	5	9-15	6	11-16	5	12-16	4
Winslow.....	6-14	8	6-13	7	7-14	7	8-14	6	9-15	6	10-14	4	11-15	4	12-17	5
Prescott.....	6-12	6	6-10	4	7-14	7	8-12	4	9-14	5	10-15	5	11-16	5	12-16	4
Douglas.....	5-16	11	6-15	9	6-16	10	7-16	9	9-16	7	9-16	7	11-16	5	12-16	4
Clifton.....	5-16	11	6-16	10	7-15	8	8-16	8	9-16	7	10-17	7	11-16	5	12-16	4
Bisbee.....	5-13	8	6-14	8	6-16	10	8-15	7	8-16	8	10-17	7	11-16	5	12-16	4
Phoenix.....	5-15	10	6-15	9	6-15	9	7-16	9	8-16	8	9-16	7	10-16	6	12-16	4
Median.....	.....	8.5	.....	8	.....	8	.....	7.5	.....	7	.....	6.5	.....	5	.....	4

Attenuation.—Other factors influencing or resulting from retardation are shown in Tables 60 and 61. These tables show the tendency of the number enrolled in school to diminish after the third grade and after the age of 14. Of 16,286 children enrolled in the elementary grades of 12 Arizona cities, 7,265 are in the first two grades and 9,463 in the first three grades. It will be noted from Table 60 that for every 100 enrolled in the first grade only 35 are enrolled in the fifth, 23 in the sixth, and 19 in the eighth. For the purpose of comparison similar data are given from 30 cities in the United States of 10,000 population or under, selected at random. Table 61 shows the tendency to drop out after the fourteenth year of age. Here again similar data for comparison are presented from eight other cities, also selected at random.

TABLE 60.—*Number enrolled in each grade for every 100 enrolled in the first grade.*

Cities.	First grade.	Second grade.	Third grade.	Fourth grade.	Fifth grade.	Sixth grade.	Seventh grade.	Eighth grade.
Bisbee.....	100	70	53	37	33	26	22	14
Clifton.....	100	50	40	30	21	21	17	11
Douglas.....	100	48	45	30	20	22	12	15
Flagstaff.....	100	56	50	44	50	46	38	30
Globe.....	100	67	60	51	40	40	36	23
Mesa.....	100	91	85	72	67	28	64	33
Nogales.....	100	42	26	30	19	9	12	8
Phoenix.....	100	62	50	66	51	45	46	40
Prescott.....	100	73	72	62	62	42	43	42
Tempe.....	100	89	88	101	104	42	47	50
Tucson.....	100	46	36	40	23	15	15	11
Winslow.....	100	40	44	66	49	27	23	22
Total.....	100	52	46	43	35	23	22	19
For 30 other cities.....	100	88	77	75	70	63	52	43

TABLE 61.—*Holding power of Arizona city schools as compared with 8 other cities—Number of children of each age for every 100 six years old.*

	Years of age.														
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Bisbee.....	100	94	91	87	78	66	69	65	41	37	18	11	6	2	
Douglas.....	100	141	153	160	132	112	135	101	91	60	38	17	8	3	
Globe.....	100	104	116	95	93	86	85	70	81	55	47	21	7	1	
Prescott.....	100	82	118	95	90	73	103	90	82	52	53	56	31	8	
Tucson.....	100	145	137	172	154	140	150	120	98	74	49	24	12	3	
Winslow.....	100	63	91	100	62	71	78	46	52	24	43	17	14	8	
Total.....	100	114	119	115	98	97	106	86	82	54	37	18	10	3	
For 8 other cities.....	100	107	110	112	104	104	96	93	86	67	43	35	19	8	

Contributory conditions.—The tables suggest the very pertinent questions, why is there so much retardation in the elementary grades, and why are so few children enrolled in the upper grades? It is estimated by school officials that in the majority of the 12 cities mentioned half the children enrolled are Mexicans. Some of the retardation is undoubtedly due to the presence of these children, many of whom have but recently come to the United States. Few of them, regardless of age, have attended school at all or more than a few months, and even these are handicapped by a lack of knowledge of the English language. It is probable also that conditions in the border cities were abnormal when the data were collected, owing to the large number of refugees in those cities.

In order to determine the number of Mexican and of American children enrolled and the effect of the presence of Mexicans on the statistics of retardation, separate data were collected in three cities. The results are shown in Table 62. The figures for these cities show that while the number of Mexican children overage is excessive, the rate among American children is also high except in one city—Tempe—where it is unusually low. These facts and the observa-

tions made indicate that the presence of Mexican children increases the amount of retardation but does not account for all of it.

TABLE 62.—*Age-grade data, by nationality, from three cities.*

Cities.	Nationality.	Under-age.	Normal.	Overage.	Total number of children.
		<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	
Nogales.....	Mexicans.....	0	22	78	195
	Americans.....	12	42	46	436
	Total.....	4	31	65	631
Tempe.....	Mexicans.....	0	30	70	172
	Americans.....	10	76	14	197
	Total.....	6	52	41	369
Tucson.....	Mexicans.....	0	29	71	1,404
	Americans.....	4	51	45	1,696
	Total.....	3	42	55	3,100

Age-grade data of 319 cities of the United States.¹

	Boys.	Girls.
	<i>Per cent.</i>	<i>Per cent.</i>
Median per cent overage, one year or more, in 319 cities:		
In cities of 25,000 population and over.....	38	32
In cities of less than 25,000.....	38	36
Median per cent underage:		
In cities of 25,000 population and over.....	4	4
In cities of less than 25,000.....	4	5

¹ U. S. Bureau of Ed. Bull. No. 5, 1911.

A study of the conditions set forth in this section shows that, before the Arizona schools can reach adequate efficiency, it will be necessary for them to take steps to lower the high rate of retardation among American as well as among Mexican children; to get more foreign children into the upper grades; and to give all children, American and foreign, who because of unavoidable reasons will drop out of school before reaching the upper grades and high school, the kind of work that will be most helpful to them as a preparation for efficient living. Of the causes possibly contributing to the high percentage of retardation a few are discussed here and remedies suggested. No city or county can make use of all of them, but each should take some steps toward remedying existing conditions. A few cities have begun to attack these problems seriously.

Ungraded rooms.—At Clifton the superintendent has organized a special room for average children, so that a child 12 or 15 years of age is not placed in a first-grade room with children 6 years of age. Several children in this special room have made three or four grades a year. The superintendent, summarizing its value, says:

(1) It allows the pupil to appreciate the subject matter of which he is capable, but does not encumber the classroom of the younger group. (2) The pupil enters his proper grade as soon as he has made sufficient progress.

(3) It saves the humiliation of comparison of older with younger and more advanced children. They are treated as young men and women and their work assumes dignity. (4) Each pupil is required to do his own work in the ungraded class, and his growth is measured by the amount of effort expended.

The plan of providing special rooms for retarded children is carried on successfully in nearly all large cities in the country.

Differentiation of courses.—In practically all cities in Arizona and in graded schools large enough to make the adjustments, the non-English-speaking children are segregated for the first two, three, or four grades. This is a step in the right direction, particularly for those over age, but is of little help if the same course and methods are followed as for English-speaking normal children. Not much has been done to differentiate the courses, textbooks, and methods. Few of the non-English-speaking children get beyond the fifth grade. Many do not advance beyond the third. They are out of school at the age of 14 or 16 with scarcely the ability to read and with no practical work in manual training, gardening, cooking, or sewing. In view of these facts a course of study should be prepared whose main features are English, practical problems in arithmetic, and prevocational work. The courses in handwork should not be deferred until the fifth and sixth grades. If they are, many children have no opportunity to enter them. As early as possible each city should provide prevocational courses in trade preparation, manual training, cooking, and sewing, for all children 13 or 14 years of age not in the sixth or seventh grade. These children will, with an occasional exception, drop out of school at the age of 16, when the compulsory-attendance law no longer holds them. Approximately half time should be devoted to regular classroom work, half to handwork. If some such courses were offered, the children who drop out of school before completing the seventh and eighth grades would be much better equipped to take their places among the wage earners of the community than when kept upon abstract work only indirectly related to the work of the world.

This recommendation applies only to normal children overage for their grade. Special provision should be made for subnormal children. They should not be in the regular classes with normal children; nor should they be in the special classes recommended for over-age children of normal ability. If either backward or subnormal children are kept in a regular class, much of the time that the teacher should give to bright and normal children will be given to the backward, or else they will be entirely neglected. Studies made in other cities show that usually 2 or 3 per cent of the total number of children in any school system are subnormal. The proportion is probably about the same in Arizona. Figures are given earlier in this report

(see p. 43). Some of them should be in special classes for backward children, and others should be placed in an institution.

Size and number of classes.—Overlarge classes are direct contributory causes to retardation. The number of pupils should not exceed 35 or 40 children. Table 63 shows the size of classes in the elementary schools of 14 cities. It will be seen that a high proportion of the teachers in 10 cities conduct classes containing over 40 children. In some cities classes of 50 or 60 children were found. Efficient work is not possible under such conditions. Certain children needing special help can not receive it, and consequently fail to be promoted. A number of cities are now planning to erect new buildings. When this is done, if not before, provision should be made for the special classes recommended. This provision will in most instances reduce the classes in the lower grades to normal size. When it does not, additional teachers should be engaged.

TABLE 63.—Enrollment to the teacher in elementary schools.

Cities.	Median group-size enrolled.	Teachers having more than 35 pupils.	Teachers having more than 40 pupils.
		Per cent.	Per cent.
Mesa.....	26-30	19	4
Flagstaff.....	26-30	14	14
Phoenix.....	31-35	34	8
Jerome.....	31-35	31	19
Winslow.....	31-35	27	27
Douglas.....	36-40	53	29
Prescott.....	36-40	60	33
Nogales.....	36-40	50	37
Globe.....	36-40	80	40
Yuma.....	36-40	65	41
Tucson.....	41-45	91	70
Bisbee.....	41-45	89	75
Clifton.....	41-45	96	83
Moranci.....	46-50	70	65

Figures showing the enrollment in one-teacher country schools, the number of grades, and the number of daily recitations are given in Table 64. In many cases teachers in such schools are conducting far too many recitations daily. In a few cases among those replying to the bureau questionnaire, as many as 44 and 54 recitations are reported. Of all teachers reporting, 35 per cent conduct more than 25 recitations daily; 14 per cent, more than 30 recitations. When a teacher conducts 25 recitations daily, the average time given each class in a school day of 5 hours (allowing for noons and recesses) is 12 minutes; for 30 recitations only 10 minutes can be given. A 15-minute recitation period is too short for any but the primary grades; 30-minute recitation periods are necessary above the sixth grade to accomplish good results.

TABLE 64.—One-teacher schools.

Counties.	Number reporting.	Number reporting enroll- ment of—									Number reporting having—									Number report- ing daily rec- itations.				
		5 or less.	6 to 10.	11 to 15.	16 to 20.	21 to 25.	26 to 30.	31 to 35.	36 to 40.	Over 40.	1 grade.	2 grades.	3 grades.	4 grades.	5 grades.	6 grades.	7 grades.	8 grades.	9 grades.	15 or less.	16 to 20.	21 to 25.	26 to 30.	Over 30.
Apache.....	9	0	2	2	1	2	0	1	1	0	1	0	0	1	2	2	1	2	0	1	3	2	1	2
Cochise.....	46	0	3	16	14	6	3	2	1	1	0	0	0	7	9	8	13	8	0	1	7	19	10	5
Cocconino.....	12	0	0	3	4	1	1	1	0	0	0	0	0	0	3	2	1	4	0	0	3	2	2	1
Gila.....	12	0	1	3	5	2	0	0	0	1	0	0	0	2	5	2	0	3	0	2	1	5	1	2
Graham.....	16	0	1	0	6	1	2	3	2	1	0	3	1	0	5	2	1	5	0	7	4	3	2	2
Greenlee.....	11	0	2	3	2	0	0	3	0	1	0	0	0	2	2	2	2	0	0	4	1	1	1	4
Maricopa.....	22	0	4	2	5	5	4	0	0	1	0	0	3	3	4	2	3	3	0	4	7	6	1	1
Mohave.....	11	0	1	5	4	1	0	0	0	0	0	0	0	3	0	0	6	2	0	1	4	2	2	3
Navajo.....	14	0	1	4	2	5	2	0	0	0	0	0	3	1	2	3	1	4	0	3	2	1	5	1
Pima.....	18	0	0	2	3	3	0	3	3	4	2	0	2	3	3	3	2	1	0	4	3	3	4	4
Pinal.....	24	3	3	0	5	3	0	0	1	0	0	1	3	4	3	3	3	2	0	2	5	8	4	3
Santa Cruz.....	16	0	0	3	4	4	3	0	1	1	0	0	1	0	3	3	4	3	1	3	5	4	4	3
Yavapai.....	30	0	8	10	6	3	3	0	0	0	0	0	1	0	5	6	3	7	0	4	7	9	7	0
Yuma.....	17	0	2	8	1	2	1	2	0	1	1	1	0	2	1	4	4	2	0	1	6	4	2	2
Total.....	258	3	28	70	62	38	19	16	10	12	4	9	15	38	56	42	45	47	2	25	59	73	51	32
Per cent.....	80	1	11	27	24	15	7	6	4	5	2	4	6	15	22	16	17	18	1	10	24	30	21	14

Grouping.—The problem of retardation in city systems could be solved in part if teachers, especially in the first two or three grades, were required to divide their rooms into groups. In some schools all the children in the first grade have practically the same work; in others there are two groups in the first grade. It is impossible to hold 40 first grade children to the same work. The slow-moving ones should be in one group, a faster set in another group, and so on until at least three groups have been formed. If there are two first grades in a building, six or seven groups can be formed, so that there will soon be an interval of only about a month or two between two groups. A backward child will not then be held until the end of a term and be required to repeat a year's work. He can be dropped behind to the next lower group when he shows that he can not keep up with his group; and if a child shows special ability he can be advanced to the next higher group. If this plan is continued throughout the course, in a few years many of the bright children will be a grade ahead and none of the slow-moving ones will have been required to repeat an extra year's work. This suggestion, of course, applies principally to large graded schools, preferably those having one grade to a teacher. In rural schools an entirely different organization is necessary, providing among other things for combination and alternation of classes.

Kindergartens.—Kindergartens are reported from only six cities of Arizona. The superintendents in charge of these, as well as others who have made careful studies of the subsequent progress of kindergarten children through the grades, report that those with kindergarten training have an advantage over those without such training.

This is especially true of children who must learn the English language. A child entering the kindergarten at 5 years of age usually gains sufficient command of English to take up the work of the first grade before he enters it.

(E) PROMOTION.

Table 65 shows the promotion rate by grades for 12 Arizona cities. The rate in all but two cases is low, especially in the first and third grades. In all cities it differs widely in the different grades. It is difficult to account for this except by assuming that the work of the different grades is not equally suited to the ability of the children enrolled in them. There may be something wrong either in the course of study or in the method of grading. It is hard to account for the high rate of nonpromotion in the first grade.

TABLE 65.—*Proportions of pupils promoted June, 1916, by grades and cities.*

Grades.	Nogales.	Mesa.	Prescott.	Phoenix.	Tucson.	Winslow.	Globe.	Flagstaff.	Average.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
1.....	57	77	75	84	81	98	66	65	79
2.....	74	92	74	91	79	95	87	86	87
3.....	75	90	84	91	80	95	90	91	88
4.....	81	93	79	88	83	97	85	87	88
5.....	83	97	63	94	77	96	94	89	87
6.....	72	88	75	94	93	97	83	91	91
7.....	80	98	92	88	97	100	88	100	92
8.....	79	95	77	93	96	100	89	100	93
Average.....	66	89	79	90	83	98	83	83	87

A low promotion rate means much retardation. The average for the cities given in the foregoing table is raised by two cities in which the rate is relatively high. Using this average, 87 per cent, for 1,000 first grade children, only 790 pass the first grade; of the 790, but 687 pass the second, and so on until at the end of the eighth grade only 360 of the 1,000 children complete the course in eight years. With a promotion rate of 80 per cent, only 168 children of the 1,000 entering the first grade complete the eighth within the allotted time.

What proportion of a class should be promoted is not a settled question. Some authorities assert that nonpromotion greater than 8 per cent is excessive.¹ Theoretically, no child should fail, even one mentally deficient. He should be kept going ahead at the rate suited to his capacity and not be required to repeat a year's work. To reach this ideal should be the aim of every superintendent. If 20 per cent of the children fail, something is wrong with the course of study, the teaching, or the supervision. Only 2 or 3 per cent of the children

¹ Report of a survey of the school system of Butte, Mont., prepared by the Butte survey commission.

in a school system are mentally deficient. The only other reason for a pupil's failure for which the school is not responsible is illness, and even in that the school is at fault if the ventilation is poor, if there is no health inspector, and if no school nurse is employed to help prevent sickness. The claim that a child fails because he is lazy is an acknowledgment that the teaching is not good enough to reach the lazy child. In the end the school must be held responsible for the failures and consequently for retardation and elimination. It is true that some of the retardation in Arizona is due to the fact that people move frequently from city to city. This cause can not be ascribed to the schools. Special care, however, should be taken, when this condition exists, to place the child properly when he enters a new system. In some cases it is customary to place the children in lower grades without giving due attention to their abilities.

Retardation would be diminished if summer schools were established in all cities in which climatic conditions permit. According to the average promotion rate of 12 Arizona cities, for each 100 children enrolled in a grade, 13 fail, or 104 for the eight grades if enrollment were 100 in each. A city in which there are 100 or more failures would save ultimately through the establishment of a summer school. A six-weeks term would enable many of those who failed to continue with their classes the next year. Data at hand from several hundred city schools show that from 75 to 90 per cent of the pupils who fail at the end of the term in June and take a summer course are promoted. Three cities in Arizona—Bisbee, Douglas, and Globe—report summer schools. In Bisbee and Globe the summer school is for all children in all grades from one to eight; in Douglas for those who have failed in grades from five to eight. All three cities report excellent results. At present it may not be possible for all cities in Arizona to maintain schools for 11 months in each year, but in those cities in which the summer months are not extremely hot the organization of six-weeks summer schools for children who fail in one or two subjects would enable the over-age children to complete more of the higher grades before they reach the compulsory age limit, and would enable some children to complete the eight-year course in less than eight years.

The cost of maintaining a summer school is insignificant compared to the educational gain. If 100 children fail, repeating one year would mean double cost for them. If the cost per pupil in the elementary schools is \$40 a year, \$2,000 will be required to take 100 pupils over a half year the second time. If 50 of the 100 pupils attend summer school and 30 are promoted, \$600 is saved. A summer term of six weeks attended by 50 pupils could be maintained for much less than \$600.

Retardation could be decreased in some cases if the emphasis of the first two or three years were placed on fewer things. Learning to read is the chief aim in the first two or three years. In the first two grades reading is the only subject in which failure should be considered, yet Table 66 shows that in some systems children in the first grade fail in arithmetic, spelling, and penmanship. While it was impossible to obtain complete data from all cities regarding the proportion of failure in each subject, the reports show that some of the retardation in those from which data were obtained is caused by overemphasizing the importance of arithmetic and other subjects in the primary grades. The table submitted shows the proportion of failures in the different subjects in all the grades for one city enrolling about 2,500 children. This may not be typical, but the same condition probably exists in other cities.

TABLE 66.—*Proportion of children enrolled in each grade who failed in each of five different subjects in one city.*

Grades.	Arith- meti- c.	Read- ing.	Spell- ing	Writ- ing.	Geog- raphy
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
1.....	15.5	10.0	11.5	9.0	0.0
2.....	10.5	2.5	4.5	1.0	.0
3.....	19.5	.0	3.0	2.0	4.0
4.....	24.0	2.0	2.0	2.0	17.5
5.....	19.5	3.5	.0	2.0	15.0
6.....	11.5	.0	.0	2.0	.0
7.....	12.0	5.0	3.0	5.0	10.0
8.....	5.0	6.5	11.0	.0	8.5
Average.....	16.0	4.0	5.2	3.5	5.0

It is evident that arithmetic in this city is a fetish, since four times as many children fail in it as in reading, and three times as many as in spelling and other subjects. If learning to read is the most important aim of the first grade, it is not justifiable for 15.5 per cent of the children to fail in arithmetic, 11.5 in spelling, and 9 in writing. It may also be noted that 17.5 per cent of fourth-grade children fail in geography, though this subject is not the essential one in the fourth grade. Such wholesale nonpromotion in the lower grades may result in superior work at the upper end of the course, but it deprives a great many of the benefits of instruction in the higher grades. A preceding table shows that the percentage of pupils promoted varies greatly among the different cities and among the different grades. Promotion percentage is generally much too low in the lower grades.

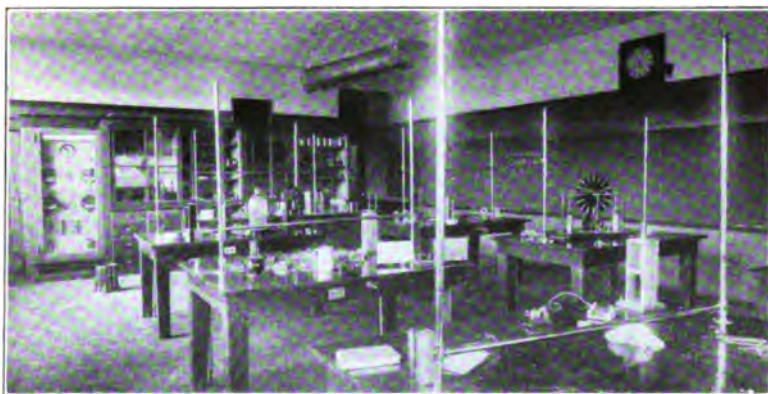
The whole matter of promotion and its relation to the existing system of grading and to the course of study requires careful consideration by Arizona superintendents.

SUMMARY.

The observations concerning the whole matter of school attendance, particularly as related to over-ageness and retardation, show such wide variations among the cities and among the counties that the committee feels justified in suggesting special local study of conditions of each system. In the matter of securing better attendance and more rigid enforcement of the compulsory education law, certain suggestions are made above. To the problem of excessive retardation and the accompanying evils the committee feels there is no single solution for all cases. In some cities and for some counties the matter is more serious than for others. The case of Tempe, for example, has already been referred to as having few retarded children except among the Mexicans. Among the counties, Mohave County has but 7 per cent of children overage three years or more, Maricopa 8, Coconino 9, while Pinal has 30, and Santa Cruz 32 per cent. Special schools and special classes and a revised curriculum which would make it possible to include vocational subjects are the best solution of this difficulty. Some allowance must be made for the non-English-speaking children. The language difficulty must be met by the majority of the schools in the State, though perhaps to varying extent; but more satisfactory methods for dealing with it should be devised. In general the responsibility must be assumed by the school itself, and the matter must be remedied through organization and classroom practice.

Among the causes of retardation especially applicable in the schools outside of cities may be enumerated: (1) Lack of supervision; (2) unqualified teachers; (3) too many grades or too many pupils for one teacher, and no time for individual work with slow pupils; (4) short terms and irregular attendance; (5) a course of study which does not provide for children who are more interested in things than in books. One remedy is to raise the standard of schools all along the line. Fewer pupils and fewer grades in charge of well-trained teachers, with careful supervision, would remedy some of the retardation evil. A special course of study including less bookwork and more vocational work would be of greater interest and more practical value to so-called backward children.

Elsewhere the committee is recommending a more centralized county school system which can be conducted on a professional basis in charge of a superintendent who shall hold his position during good service, and be selected because of peculiar fitness for the work he is to do. Such a superintendent in charge of well-trained teachers would make a special study of the retardation in each county, as the city superintendent should for each city. On the basis of this



A. PHYSICS LABORATORY.



B. MANUAL ARTS BUILDING.



C. MACHINE ROOM IN MANUAL ARTS BUILDING.

PRESCOTT HIGH SCHOOL.



A. MANUAL TRAINING SHOP.



B. BOYS' TOILET.



C. SEWING ROOM.

MONROE SCHOOL, PHOENIX.



A. ADAMS SCHOOL.



B. MONROE SCHOOL.



C. MCKINLEY SCHOOL.

NEW BUILDINGS IN PHOENIX.

study satisfactory methods of dealing with the problem could be worked out, appropriate in each case to particular needs.

Section 7.—INSTRUCTION.

The final test of the efficiency of a school system is found in the quality of the classroom instruction. Matters of school finance and administration are successful or not according to the results exhibited in the school work—the only purpose for which schools exist.

In order to gain a general idea of the methods of instruction, nearly one-fourth of the teachers in the State were visited. Visits of from 20 minutes to an hour were made to about 200 city schools, and at least 100 visits of the same length to rural school teachers. This number does not include a large number of visits made by members of the committee for the purpose of investigating general conditions regarding the location of buildings, sites and grounds, and the possibilities for supervision, rather than for judging classroom practice.

(A) JUDGING THE INSTRUCTION.

An examination into the quality of the instruction offered presupposes that the investigators had in mind certain standards to be attained, or at least approached, by the teachers and pupils. These standards obviously depend on the general aims of education and the specific aims to be accomplished in a given period of time and by means of given study material. A report of this kind should give to school officials, patrons, and interested citizens a general knowledge of the work of the schools as it is now conducted, point out what it should be, and suggest a practical and economical method of raising the instruction to the desired plane.

Stated in general terms, the aim of education is to aid in efficient and appreciative living and to enable one to become an intelligent participator in the responsibilities and benefits of citizenship. Certain fundamental principles necessary to accomplish this aim:

1. The material of instruction should be drawn from life and not alone from textbooks, except as they embody large principles and facts vital to the immediate surroundings of the children or closely related to them.

2. Topics for daily recitations may be measured in importance by their relation to the work in hand at the time the instruction is given and the extent to which the children feel this relationship.

3. Isolated bits of information unrelated to immediate needs or too remotely related for an appreciation of their value to be realized have

little educative worth. The facts learned should be organized in relation to their use.

4. Subject matter must be inculcated in such a way as to encourage judgment, initiative, and the ability to think quickly and correctly. The technique of instruction may be judged by its relation and application to the accomplishment of these principles and aims.

(B) CHARACTER OF THE INSTRUCTION.

Attitude of teachers.—On the whole the attitude of the teachers toward their work is good. That they are striving to secure good results is evident from their classroom work, their general and professional enthusiasm, and from the fact that they welcome suggestions and help from the superintendents and their assistants, that they are regular readers of two or three professional magazines, that many of them during the past year read two or three books on educational methods and general topics in education, and that many attend summer schools. The amount of professional reading done by rural teachers is indicated in Table 67.

Class and room organization.—The discipline and organization of classrooms is generally good, though far better in city than in rural schools, in many of which there is almost complete lack of organization as to routine. There is much waste of time through trivial questions which interrupt recitations, constant leaving of the room, restlessness, and lack of assigned tasks to keep pupils busily employed. The teachers in the cities on the whole have mastered the details of classroom management better. A few have not yet learned how to save time by organizing details. To illustrate, teachers were seen going to every child in the room to collect composition and arithmetic papers, which might more quickly be passed to the front seat in each row and collected by a monitor. During the three or four wasted minutes the teachers could be giving additional instruction to backward pupils or doing some one of a dozen things worth while. Many others lost time because the material needed for the recitation was not ready. One teacher sent to another room for a map, another wasted several minutes looking up a reference which should have been marked ready for use.

TABLE 67.—Professional reading and community activities of rural teachers.

Counties.	Number of teachers.	Teachers reading professional journals during the year.				Teachers reading books during the year.				Part in community activities in school or out.			
		Read none.	Read one.	Read two.	Read three.	Read none.	Read one.	Read two.	Read three.	Not reporting.	None.	Fair.	Much.
Apache.....	26	4	5	10	7	10	4	4	8	9	2	9	6
Cochise.....	85	16	19	34	16	41	10	10	23	16	3	29	32
Coconino.....	14	1	2	6	6	6	6	0	8	2	2	6	8
Gila.....	29	12	1	9	8	20	0	5	4	12	1	11	3
Graham.....	52	7	15	17	12	18	6	8	20	7	0	37	7
Greenlee.....	27	1	6	13	7	13	1	0	13	2	2	16	1
Maricopa.....	109	19	20	39	31	46	12	11	40	37	3	47	22
Mohave.....	16	3	7	6	0	4	1	4	7	2	1	10	3
Navajo.....	36	1	11	14	10	12	4	5	12	8	1	19	3
Pima.....	31	7	10	6	8	12	4	6	9	9	4	16	2
Pinal.....	38	7	9	17	6	23	1	5	8	10	7	16	5
Santa Cruz.....	22	4	8	6	4	12	4	0	6	5	5	8	2
Yavapai.....	47	2	12	20	14	23	4	7	12	20	5	21	10
Yuma.....	25	8	7	6	5	16	1	2	6	11	0	8	6

¹ Five teachers did not answer.

Waste in the recitation.—Waste is not confined to routine organization. Another source noted in a number of rooms is the management of recitations in arithmetic, algebra, and some other subjects. One teacher sent 10 pupils, approximately one-third of the class, to the board to solve assigned problems. While they were at the board the other members of the class remained idle at their seats. When each of the pupils at the board had finished his problem he returned to his seat and remained idle. When all had finished each pupil explained his solution step by step. This consumed all the time, and no new principles were learned or new problems solved. The teacher could have provided supplementary work for the pupils not at the board. Recitation time should be devoted to new difficulties. There is no need for solving again and repeating the steps involved in problems that all the class have solved.

Assignments and study periods.—Another source of waste observed in many classrooms is the lack of definite assignments. They were given by pages or topics and in only a few instances observed was the attention of the children called to the aim or purpose of the lesson or to the important points to be considered in studying it. Children who have not yet learned to attack the lesson waste much time conning it over. To them one point is as important as another. The least a teacher can do in the assignment is to help the children discover the main points. The class should know for what it is to be held responsible. Much of the desultory school work observed was due to lack of intelligent study. This was made particularly obvious by the fact that observations were made early in the school year, when children and teachers are new to each other and explicit direc-

tions are especially pertinent and necessary. There is very little difference in this respect between rural and city teachers.

The poor preparation of many lessons was the result of improper assignments. Teachers asked questions in a recitation that should have been asked in the assignment, and they received in reply halting and hazy answers. Teachers who feel they have no time to make assignments fail to understand that a part of the period used for this purpose would save much wasted effort in the next recitation.

Teaching children to study is closely associated with making proper assignments. Very few intelligent efforts to give good study lessons were observed except in primary grades, and a great need for better ability to study exists. A few lessons were noted in which the teacher evidently intended to help the children in this direction, but these efforts consisted chiefly in listening to trivial questions rather than in giving intelligent help. In view of the fact that so many teachers are failing to help pupils to study in the best way, to conduct good study periods, and to give intelligent assignments, these topics might well be made the subject for study and discussion in a series of teachers' meetings. The majority of the teachers need definite assistance in the classroom by a supervising officer, either principal or superintendent. The waste of time on the part of teachers and pupils mentioned above can be eliminated only by such supervision.

The material of instruction.—To accomplish the aims of education as previously stated, the selection and use of material of instruction is an important consideration. Too often the only material used in the preparation or recitation of the lesson is the textbook. This tendency is more common in rural than in city schools. The selection and organization of topics for study is a task entirely beyond the ability of the untrained teacher. Unless the course of study provides this organization, it usually follows that the teacher falls back on the textbook. Memorizing facts as given in the book and repeating them directly to the teacher in the recitation becomes the chief purpose of the pupils. The possibilities of the recitation are entirely lost in mere routine; there is no discussion, no opportunity to exercise judgment, and no time for thinking. The teacher rather than the pupil is the center of attention and formulates the opinion for the class.

A point noted in every classroom of English-speaking children was the extent to which the teacher was able to arouse interest and to stimulate the children to ask questions. If children do not ask questions it is evident that there is very little real interest or appreciation of the possibilities of the subject. One teacher seemed proud of the fact that she had succeeded in breaking up the habit of asking questions which the children had formed in the grade below. The teacher

should guide rather than suppress questions. The child, not the teacher, should be seeking information. This abnormal condition in which the teacher asks the questions and the children supply the answers is usually the result of too close confinement to the information in the textbook.

A number of teachers were questioned and observations were made regarding the extent to which assignments in history and geography were supplemented and illustrated by the teacher with assigned readings, and the use made of illustrative materials in teaching arithmetic, geography, and other subjects. Too often the only material the pupil uses in the preparation of the lesson is the textbook. In one geography lesson, for example, the pupils were memorizing the definitions of land forms. They had special difficulty with "plateau," but by persistently going over the words of the text they defined the term. The schoolhouse was on a plateau; the pupils were familiar with it from their own knowledge, and had no need of a textbook; the land forms studied could have been observed at first hand if the pupils had looked out of the classroom windows, yet the teacher did not call the attention of the children to this fact. Even in history the recitations usually dealt entirely with the material of the textbook. The teacher questioned the pupils on each paragraph to ascertain whether they had remembered what they had read. No opportunity was given the pupils to organize the material and to talk in a straightforward way on a topic.

High-school teachers make the same errors in this respect as elementary teachers. They, especially, should be able to realize that no pupil can grasp the subject of history in its fullness without broad reading. Probably only the more advanced classes in the high school can make profitable use of source material, but all can read and get an abundance of detail to put flesh and blood on the skeleton of the text. Almost any text in history can be read through in two days. A pupil who reads an hour a day can read the book through three to five times in 60 school days. One or two careful readings should be enough. What will keep the class busy if supplementary reading matter is not supplied? The pupil who reads four or five or more pages on a topic in history or geography has a clearer idea of it and remembers more than the one who has memorized the same topic boiled down to one or two sentences. The one will have an idea made clear and vivid by details; the other will have only words.

Some teachers were doing much to supplement and illustrate the material of the textbook in history and geography. In one school the supervisor suggests geographical excursions and assigns appropriate readings. The subject of geography is taught through geographical readers, type studies, stereopticon views, and the like.

The primary supervisor in another school at a fourth-grade teachers' meeting requested the teachers to take their pupils to the freight depot to learn what is shipped from and into the city. In one lesson on the cause of day and night and of the change of the seasons, the teacher darkened the classroom and by means of an electric-light bulb and a globe led the children to explain these phenomena. A teacher of algebra illustrated transposition by bringing a balance to the classroom and showing the children the effect of taking weights from the balance. These children gained a clear idea of the effect of removing a quantity from one side of an equation. Examples of work equally good could be cited from the rural schools. It is to be regretted that such instances are not more common, and that a course of study is not in use containing suggestions and explanations of the proper use of textbooks as well as of supplies and illustrative material.

The English subjects.—The English subjects need special attention in Arizona because of the high percentage of illiteracy among children from 10 to 20 years old and the large number of children of Mexican birth or parentage, as noted elsewhere in this report. The only arrangement observed to overcome this condition is the formation of additional classes in primary reading in which the first school year is devoted largely to teaching the children to speak and read English. In rural schools especially the observers found poorer work in the teaching of reading and composition than in the other subjects. An example may be given of the conduct of a few reading classes, not typical but common in the schools visited: A large class, not selected nor seated apart from the children who are studying; all the class have open books; teacher calls one of the pupils, who reads a paragraph or more until the teacher stops him; another is called and does the same, and so on through the lesson. A book is given to the visitor, but he endeavors to get the meaning without using it; this is not possible, for the reading is mere mechanical word pronunciation. There is no incentive for expressive reading; the lesson inspires no discussion. The teacher follows it with a drill on the pronunciation of some of the difficult words, assigns the same lesson for the next day, and tells the children to read it better next time. She makes no suggestions to help them do this.

Another class in second grade reading in a crowded rural school: The children pronounced the words, pointing to them as they read; no attempt is made to get the meaning of a sentence after the words are pronounced. The lesson was heard at recess; naturally the children's interests were on the playground. The teacher said that she found it necessary to hold recitations during all recesses. All grades were represented in this school of about 40 children.

Only a few oral composition lessons were heard. There is no widespread effort to stress this phase of English teaching. Silent reading receives little attention in the majority of schools visited. In general the words for spelling lessons are selected from the text with little regard to their relation to the child's writing vocabulary. One lesson included words selected from the dictionary in the order of their alphabetical arrangement. In contrast to this kind of teaching, some very good English lessons were observed. In some schools both Mexican and American children were found using several reading books with intelligence and expression. In other schools primary reading and language lessons heard on the days following the appearance of a circus parade were based on the children's descriptions of the parade. Wagons and animals were cut from paper and a paper circus and paper parade were arranged on the blackboard shelf. Spelling lessons were observed in which the words were selected from the children's compositions of the preceding day.

Generally speaking, far more supplementary material should be used in all grades and its use should not be confined to oral reading. The method of using supplementary readers could be greatly improved if stories for silent reading were supplied. It is not necessary to read orally all the books provided for the grade. As soon as a child has learned a few words and has a fair knowledge of phonics, he should be supplied with an abundance of reading material for seat work. This would help solve the problem of keeping children busy. Even if the child does not know every word, he can get the sense of the story and increase his vocabulary by reading in the same manner as adults read. If no opportunity except the few minutes in class is given, the teaching of reading becomes a long-drawn-out process. Any teacher knows that the child who reads stories at home learns to read much more rapidly than the one who does little reading except in the recitation. Too many teachers were found who look upon oral reading as all that children in the first grade should do. Every normal child likes an interesting story and will pore over a book, making out words and meanings if given opportunity. There need not be less oral reading. A greater amount of material for silent reading and more oral composition will help the children who hear little or no English at home. In this connection it may be suggested that more stress be placed upon English conversation on the playground. In some schools the observers found the children spoke no English except in the schoolroom.

Teachers of the modern foreign languages also should supply their students with more reading material. In some schools only a few reading texts were used in first-year Spanish. Teachers of foreign languages should learn from the experience of first-grade teachers in teaching children to read. If children in the primary grade can

read a score of primers a year, why can not a freshman in the high school read as many Spanish, German, or French texts? It is not necessary that these be read in class, translated, and grammatically dissected. They should be assigned for silent reading. If more teachers would adopt this plan, pupils would learn to read a foreign language in much less time than is needed when only two or three reading texts are used.

Organization.—The importance of the ability to organize has been previously mentioned. No opportunity to teach organization should be overlooked. It can be emphasized in teaching all the subjects. Language and reviews offer particularly good opportunities. A criticism offered by some high-school teachers of English is that the children coming to them from the eighth grade had no training in arranging material for composition. If the criticism is a just one it is evident that the children had not been required to organize the material of the geography, history, reading, and other subjects. It has been demonstrated that children 6 years of age can organize the material of fairy tales and other stories within their comprehension.

Few teachers were found who had definite plans or gave sufficient attention to grouping the facts or organizing the ideas contained in the lessons. Questions were scattering, first on one point and then on another; they did not lead anywhere. The teaching should be properly planned and the children should be taught to organize and tell in a straightforward way what they have observed or read.

In the classrooms visited in which teachers were taking up the lessons for the day, it was noted that they usually began without reference to the preceding lesson or lessons. In some subjects little or nothing need be said of what precedes, but in those subjects in which there is continuity a review of subject matter is necessary. If there is continual reference to related topics preceding, little review will be needed either when the general topic has been completed, or at the close of the school term, and the children will have an organized view of the subject or topic as a whole.

Reviews should not be mere repetitions. They are of most value when the whole completed topic is organized from a new point of view. Reviews at stated set periods as conducted in many Arizona schools are of little value—often mere waste of time. Their occurrence should depend upon completion of subject matter rather than on time periods. Brief daily reviews sufficient to show the connection with the preceding lesson and a general review on the completion of a topic is all that is necessary. A written test for the purpose of ascertaining whether teachers are training children to organize and use the facts learned should be given occasionally. They should not be for the purpose of determining whether children should be promoted.

Drill lessons.—Many of the recitation periods in the primary and intermediate grades were devoted to drill. This is a very necessary type of exercise and requires much skill, if successfully given. Unless the drill is carefully planned and conducted, the recitation degenerates into a stultifying process which kills initiative and is responsible for the lack of interest in school work. Some such drill work was observed in every city and every county visited. Drill lessons must not be too long, or the pupil becomes fatigued. If the subject is arithmetic he begins to make mistakes, and the more he is drilled the more mistakes he makes. If standard tests were used as recommended in another part of this report, the results of drills could more easily be determined. Many teachers in the primary grades are in need of expert help in giving phonic drills. A new system of phonics has recently been introduced which many of the teachers do not understand, and consequently they are not securing adequate results.

Summary.—A serious criticism of the instruction given in the schools is the wide variation in skill among the teachers. This is, of course, most noticeable in districts outside of cities, since the teachers are selected by so many different persons. In general the teaching in cities was more uniform in quality and on a higher plane than in the rural schools, because of greater uniformity in the qualifications of teachers engaged and a more careful supervision. One is constantly impressed with the feeling that the teachers are not working at their maximum efficiency. Their attitude and general ability suggest that far better service should be given and can be expected with more systematic organization, freer consultations, and closer supervision. This is most marked outside of cities with special superintendents. Judging the State as a whole, the teaching corps is above the average, but the quality of instruction is not so high as the teachers' qualifications would lead one to expect. Most of the conditions which cause the criticisms here offered can be overcome if the teachers are more carefully and systematically supervised and if sound methods are provided for continuing their training while in service. Elsewhere in this report the committee is making recommendations concerning the selection and supervision of county teachers and the establishment of extension stations under the direction of the normal schools. If these recommendations are adopted, it is believed that the instruction will be greatly improved. The committee wishes to express the conviction that more emphasis should be placed on teaching the English subjects and that better methods should be adopted, particularly for teaching reading and oral composition. The whole matter of educating the children of parents speaking a foreign language is of such importance in the State that it needs special attention on the part of supervisors, teachers, and normal-school instructors.

(c) THE COURSE OF STUDY.

The course of study now in use was prepared by the State board of education and was adopted in 1912. According to the introduction in the printed course, the board was assisted by various committees and subcommittees from the principals and teachers of the schools of the larger cities and towns of Arizona and from the faculties of the two normal schools. More than 50 persons were engaged in the work. The whole course of study is drawn up to fit the needs of graded schools having nine-month terms, and the introduction suggests that teachers in ungraded schools or those enrolling a large percentage of Mexican children should modify the outlines "in proportion and emphasis" to fit the needs of their schools.

An examination of the course indicates that the committees formulating it worked independently so far as each subject is concerned. Probably for this reason there is no evidence of correlation among subjects. The content in the different subjects is generally outlined by topics, without setting forth their relationship to each other or to the life of the people. There is also an apparent lack of uniformity of ideas on the part of the compilers of the different outlines in regard to the purpose and aim of a State course of study and the fundamental principles which should be followed in its preparation.

The members of the committee who visited schools found relatively few teachers following the course of study. In the cities with special superintendents and supervisors, more detailed and better adapted outlines are and should be prepared for the use of the teachers. In 1-teacher schools a course, which includes 13 subjects, each arranged for 8 grades, with no definite directions for alternation and correlation, is of very little value. The suggested schedule, showing the maximum number of recitations per week necessary in following out the course, requires more than 70 recitations a day. It could not be adopted in schools with fewer than three teachers. There are in Arizona 707 teachers in rural and village districts without special superintendents. Of these, 321 are in 1-teacher schools, 94 in 2-teacher schools, and 62 in 3-teacher schools. All of the 477 teachers, or 67 per cent of the whole number outside of cities with special superintendents, have too many grades to make it possible to use the suggested schedule or the course as at present outlined.

While the introductory statement suggests that schools in which the term is shorter than nine months and those in which there is a large percentage of Mexicans should alter the course, it is doubtful if the teachers in general are able to do it intelligently. Of the schools reporting to the Bureau of Education on the question concerning length of term, more than half reported eight months or

less of school during the year. The time adaptation must, therefore, be made by more than half the teachers. While the bureau has no exact data as to the number of schools in which there is a large percentage of Mexican children, it is conservatively estimated by experienced educators within the State that about half of the schools of Arizona have the problem of teaching the English language to Mexicans in addition to the usual problems in the regular course of the ordinary school subjects. In one county as high as 75 per cent of the schools include a large number of Mexican children. It is not difficult to understand, then, why few teachers follow the State course of study. It is adapted to the needs of only a very small minority of Arizona schools.

A State course of study should be a related and unified whole. Its obvious purpose is to present an organized body of knowledge rather than to set forth isolated facts. It should aim primarily to promote good teaching in all possible ways, among which may be mentioned the following: By giving as explicit directions as possible regarding the aim and purposes of teaching the several subjects; by setting forth clearly methods of teaching the subject matter presented; by organizing the subject matter around topics selected by educational experts as of greatest importance, in order that teachers may not waste time on nonessentials, and in order that time may be saved by correlation whenever possible (this is particularly necessary in rural schools, where the teacher's time must be divided among a number of grades and subjects); by including suggestive lessons illustrating the fundamental principles in the methods suggested; by making the outlines as detailed as possible without losing the careful organization which avoids putting the same stress on essential and nonessential topics; by including suggestive outlines for teaching important subjects; and by including suggestive programs, especially for schools of one and two teachers. The Arizona course of study omits all of these essential things. It entirely overlooks the organization of one-teacher schools and the fact that the making of a daily program which does not dissipate the teacher's time and provides for the correlation and alternation necessary for good teaching in one-room schools is a matter for educational experts and is beyond the ability of the majority of teachers in rural schools under existing conditions.

The Arizona course does not emphasize and follow consistently any fundamental principles which should underlie a course of study. Unless the authors of the various subjects are agreed on these principles it is scarcely possible to expect that the teachers who follow the course can be in harmony with them. One would therefore expect the same general plan to be followed in all the different sub-

jects. For example, if the compilers were agreed that the course of study should set forth the aim and purpose of teaching the different subjects; that methods of presenting topics should be emphasized; that the outlines should be as detailed as possible, but organized in such a manner that the teachers would know definitely and discriminate between the topics which deserved emphasis and those which could be passed over lightly as of relatively small importance, we should expect to find these essentials set forth and emphasized throughout the course in all subjects. The compilers might, of course, agree on the opposite to these principles or others of an entirely different nature, but the same principles and general plan should be followed in all subjects.

Such, however, is not the case. The outlines in spelling and in reading for the primary grades put the emphasis on methods of presentation. The language outlines set forth the purposes of teaching the subject and follow this with detailed methods of presenting the subject matter, including the enumeration of the points or topics to be emphasized most. In history a very different plan is followed; aim, purpose, and method are almost entirely ignored; the outlines are meager, merely enumerating topics without comment or connection and as if they were all equally important. The following quoted from the sixth-grade outlines will illustrate: "The quarrel with England; the stamp act; the tea party; Old South Church." Throughout the outlines in history no relationship among topics is emphasized; there is no mention of cause and effect; the habits of living and thinking practiced by the people of the time are entirely ignored. The teacher is not even instructed in the use of reference books, though many are mentioned. Abundant reference material is listed in geography and history and a reasonable amount in nearly all other subjects. However, visits made to approximately 200 rural teachers did not justify the apparent supposition of the makers of the course of study that the teachers are supplied with these reference books. A very small proportion of the schools visited in rural districts had reference material. The outline in geography lacks emphasis on the method side. With minor readjustments and one or two trifling adaptations it was adopted from the Illinois course.

The outline for arithmetic puts little stress upon method and purpose of teaching; abstract work receives undue attention and a teacher following it would be justified in putting very little stress on reasoning. Many nonessential topics are included, such as partial payments and partnership. The art outlines are far too difficult for ungraded schools. No directions whatever are given in regard to manner of teaching art, a difficult subject for the majority of rural

teachers. No emphasis is placed on appreciation, which should be a real aim in teaching art in the public schools. The music course is an excellent one, but not adapted to rural schools. Nature study, as outlined, is impossible for use in any but graded schools, and the outlines are too meager to be of real assistance in any school.

The reading outlines are good for the lower grades but of little value for the others. The emphasis is placed entirely upon the mechanics of reading. Above the primary grades the only aims of teaching reading given are appreciation of the literary value of the selections, oral reading, and word pronunciation. Rapid and effective silent reading for the sake of the thought receives no attention in the course. Children form desirable and valuable reading habits by reading history, travel, biography, and of the world of social and political relations—the things which adults need to read. While more literature than is given in the Arizona course should be read, it should not crowd out these things of practical value.

The course of study fails not only in adaptation to the organization of the one-teacher school, but also and to an equally great degree in adaptation of the content of the curriculum. Next to mining, farming, including fruit growing, is the principal industry both in the number of people engaged and in the value of the output. Practically all of the one-teacher schools are rural, located in farming and fruit-growing sections. Yet the material given in the course of study is in no way related to these industries, unless the inclusion of nature study, manual training, and cooking and sewing can be so interpreted. The outlines in these subjects as formulated in the course and the projects given are adapted to the city rather than to the country.

Arizona needs a new course of study carefully worked out for one, two, and three teacher schools. The State now supplies books; sufficient uniformity exists; and the making of a suitable course should not be a very difficult task. It will, however, be best procured only when county superintendents with educational qualifications, teaching experience, and assurance of reasonable tenure are engaged to supervise the rural schools. A course of study should be worked out gradually to fit the needs of the schools in which it is used, and time, experience, and capable teachers and supervisors are essential.

(D) ELEMENTARY TEACHERS.

The public schools of Arizona require for the present year (1916-17) nearly 1,600 teachers. The directory published by the State department of education gives the names of 1,546. Of these 199 are high-school teachers, 640 urban teachers in 19 cities employing superintendents, and 707 are rural teachers. There is 1 teacher for every

16 pupils enrolled in high schools, 1 for every 40 in urban schools, and 1 for every 34 in rural schools.

The most important consideration in the efficiency of any school is the teacher. If she is well qualified for her work, trained, experienced, and capable, many handicaps may be overcome. This is especially true in the rural schools, for in them there is little supervision. The rural teacher in large measure makes her own course of study, outlines her own program, usually without restraint and advice, and is the organizer and general administrative officer of the classroom. These responsibilities demand ability of a high order and such academic and professional training as give preparation proportional to the importance of the work pursued. It occasionally happens that teachers are "born"; that is, one of unusual native ability becomes a successful teacher through experience rather than through special preparation. Probably, however, the percentage of "born" teachers is as small as the percentage of "born" doctors, lawyers, or ministers. The best assurance of good teaching consists in adequate preparation.

The training of the teacher is usually considered as made up of two elements—general or academic education and special or professional training. In addition a study of the qualifications of the teaching force should consider such professional activities, graduate study, summer-school attendance, educational reading, etc., as show a progressive attitude and a professional spirit. Experience and age are important factors.

To learn the qualifications of the teachers in Arizona a questionnaire asking for personal data was sent to all teachers in the State. Replies were received from 532 elementary urban teachers, or 80 per cent of the total, and 576 elementary rural, or 81 per cent of the total.

General education.—Data on general education are given in Table 68. Those with one full school year of general education beyond the elementary school, or a full year and a part of a second year, which may represent one or several terms in summer schools, are included under the heading "1 to 2 years." The total in the column headed "4 to 5 years" indicates the number with the equivalent of a full high-school education. It is less than the actual number of high-school graduates, because a considerable number of boys and girls are graduated from standard high schools in three years. Similarly, the number with eight years above elementary schools does not indicate all who hold college diplomas, as many obtain them in seven years.

The most remarkable thing brought out by these figures is that the rural teachers have practically as much general education as

the urban teachers. This of course should be so, although unfortunately it is not so in many States.

The few teachers reported with but one or less than one year of high-school work entered the service several years ago and remain because they have received from study and experience more than the equivalent of what many of the younger teachers have received from school attendance. Not over one-tenth of the urban teachers and one-sixth of the rural teachers have less than the equivalent of a high-school education.

TABLE 68.—Number of years' education, beyond elementary, of Arizona teachers.

Counties	Total reporting on this item.	Number with—										Proportion with—																						
		None.	Less than 1 year.	1 to 2 years.	2 to 3 years.	3 to 4 years.	4 to 5 years.	5 to 6 years.	6 to 7 years.	7 to 8 years.	8 years.	Over 8 years.	None.	Less than 1 year.	P. ct.	1 to 2 years.	P. ct.	2 to 3 years.	P. ct.	3 to 4 years.	P. ct.	4 to 5 years.	P. ct.	5 to 6 years.	P. ct.	6 to 7 years.	P. ct.	7 to 8 years.	P. ct.	8 years.	P. ct.	Over 8 years.		
Apache: Urban.....	0	0	0	0	2	6	5	3	5	1	1	0	0	0	0	0	0	9	27	22	13	22	4	4	0	0	0	0	0	0	0	0	0	
Rural.....	23	0	0	3	8	1	16	17	50	16	6	7	0	0	2	6	0	0	0.8	13	14	13	5	3	5	6	6	6	6	6	6	6	6	6
Cochise: Urban.....	124	0	2	3	11	3	5	13	31	4	2	3	3	3	4	13	4	0	0	4	6	16	39	5	3	4	4	4	4	4	4	4	4	
Rural.....	79	0	0	0	0	2	1	7	3	2	1	0	0	0	0	0	0	0	13	6	43	19	13	6	0	0	0	0	0	0	0	0	0	
Cocoulin: Urban.....	16	0	0	0	0	1	1	2	0	4	0	1	0	0	0	8	8	14	31	21	0	8	0	3	0	0	0	0	0	0	0	0	0	
Rural.....	13	0	0	0	1	1	2	0	4	4	0	1	0	0	0	0	0	16	32	22	8	4	4	4	4	4	4	4	4	4	4	4	4	
Gila: Urban.....	50	0	0	2	4	1	8	16	11	4	2	2	0	0	4	8	2	16	32	22	8	4	4	4	4	4	4	4	4	4	4	4	4	
Rural.....	26	0	0	0	4	0	4	10	7	0	0	1	0	0	0	15	0	15	39	27	0	0	0	0	0	0	0	0	0	0	0	0	0	
Graham: Urban.....	7	0	0	0	1	0	2	1	3	0	0	0	0	0	0	14	0	29	14	43	0	0	0	0	0	0	0	0	0	0	0	0	0	
Rural.....	48	0	0	1	2	1	15	7	18	1	3	0	0	0	2	4	2	31	15	38	2	6	0	0	0	0	0	0	0	0	0	0	0	
Greenlee: Urban.....	48	0	0	0	0	0	5	16	22	4	1	0	0	0	0	0	0	0	10	33	46	8	3	0	0	0	0	0	0	0	0	0	0	
Rural.....	23	0	0	0	0	1	1	6	12	2	0	2	0	0	0	0	4	4	10	28	37	6	3	3	5	5	5	5	5	5	5	5	5	
Maricopa: Urban.....	119	0	1	2	5	5	12	33	44	7	4	6	0	0.8	2	4	4	10	28	37	6	3	3	3	5	5	5	5	5	5	5	5	5	
Rural.....	100	0	0	3	8	2	15	38	21	7	3	3	0	0	3	8	2	15	38	21	7	3	3	3	5	5	5	5	5	5	5	5	5	
Mohave: Urban.....	4	0	0	0	0	0	1	1	2	1	0	0	0	0	0	0	0	0	25	50	25	0	0	0	0	0	0	0	0	0	0	0	0	
Rural.....	15	0	0	0	1	1	1	3	7	0	1	1	0	0	0	7	7	7	19	46	7	7	7	7	7	7	7	7	7	7	7	7	7	
Navajo: Urban.....	12	0	0	0	0	2	2	2	4	2	0	0	0	0	0	0	0	17	17	32	17	0	0	0	0	0	0	0	0	0	0	0	0	
Rural.....	36	0	3	1	2	4	3	10	9	3	0	1	0	8	3	6	11	8	28	25	8	3	3	3	3	3	3	3	3	3	3	3	3	
Pima: Urban.....	61	0	0	0	7	4	5	15	21	5	2	2	0	0	0	12	7	8	25	34	8	3	3	3	3	3	3	3	3	3	3	3	3	
Rural.....	28	0	0	2	1	1	5	1	10	6	1	1	0	0	7	4	4	17	4	35	21	4	4	4	4	4	4	4	4	4	4	4	4	
Pinal: Urban.....	3	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Rural.....	83	0	1	0	0	2	9	2	12	3	4	5	0	3	0	0	5	24	6	32	8	10	10	10	10	10	10	10	10	10	10	10	10	
Santa Cruz: Urban.....	17	0	0	0	1	4	0	4	5	3	0	1	0	0	0	6	24	0	21	39	17	0	0	0	0	0	0	0	0	0	0	0	0	
Rural.....	21	0	0	0	2	3	6	2	7	0	0	0	0	0	0	14	14	23	10	34	0	0	0	0	0	0	0	0	0	0	0	0	0	

Professional training.—Table 69 shows the number of teachers reporting who have had professional education either in normal schools or in colleges in courses extending over at least one full school year or its equivalent. Eleven per cent of the urban teachers and 30 per cent of the rural teachers have had no professional training, or less than the equivalent of one full year. Many of this number have attended summer schools during one or more sessions. Eighty-nine per cent of the urban and 70 per cent of the rural teachers have had one year or more of professional education. While the percentage of rural teachers with professional training is less than that for urban schools, the difference is surprisingly small—very much less than is found in most State systems.

TABLE 69.—*Professional education of Arizona teachers.*

Counties.	Number reporting this item.	With none or less than one year	With one year or more in—			
			Normal school.	College.	Total normal and college.	Proportion of all teachers.
						<i>Per cent.</i>
Apache:						
Urban.....	0					
Rural.....	26	15	6	5	11	42
Cochise:						
Urban.....	138	18	93	27	120	81
Rural.....	85	32	40	13	53	62
Cocconino:						
Urban.....	16	3	7	6	13	81
Rural.....	14	3	8	3	11	79
Gila:						
Urban.....	49	4	31	14	45	92
Rural.....	29	10	15	4	19	65
Graham:						
Urban.....	8	1	6	1	7	87
Rural.....	52	20	23	9	22	42
Greenlee:						
Urban.....	51	7	43	1	44	86
Rural.....	27	6	15	6	21	77
Maricopa:						
Urban.....	124	12	89	23	112	90
Rural.....	109	26	66	17	83	76
Mohave:						
Urban.....	4	0	4	0	4	100
Rural.....	16	3	11	2	13	81
Navajo:						
Urban.....	12	2	8	2	10	83
Rural.....	36	13	17	6	23	64
Pima:						
Urban.....	58	5	47	6	53	91
Rural.....	31	10	14	7	21	68
Pinal:						
Urban.....	3	0	0	3	3	100
Rural.....	38	6	17	15	32	84
Santa Cruz:						
Urban.....	17	0	15	2	17	100
Rural.....	22	6	14	2	16	73
Yavapai:						
Urban.....	32	5	21	6	27	84
Rural.....	47	11	30	6	36	76
Yuma:						
Urban.....	20	2	13	5	18	90
Rural.....	25	4	20	1	21	84
Total:						
Urban.....	532	59	377	96	473	89
Rural.....	557	165	295	96	392	70

Teaching experience.—The experience of Arizona teachers is given in Table 70 for 524 urban and 555 rural teachers. Very few of those reporting on the general questionnaire failed to report on this item. The table shows the number who are teaching their first year, their second year, their third year, etc. Six per cent of the urban and 15 per cent of the rural teachers are teaching their first year; this is 10½ per cent of the total elementary teachers. The figure is low, the usual number being about 20 per cent of the total. The recent Wyoming survey shows practically 20 per cent of the teachers were teaching their first year; the North Dakota survey shows 32 per cent of the rural, 12 per cent of the urban, and 26 per cent of the total were teaching their first year.

In total experience the urban and rural teachers of Arizona are about equal, with an average of between six and seven years. This is a higher average than in most States. Colorado rural teachers, according to the survey made in the fall of 1916, showed an average experience between three and four years. The North Dakota urban teachers showed an average of 5.6 years of teaching experience, the rural teachers two years. Nearly one-half of the rural teachers of North Dakota at the time of the survey (spring, 1916) were teaching their first or second year, while in Arizona only 27 per cent were teaching their first or second year.

TABLE 70.—Teaching experience of Arizona teachers.

Counties.	Number now teaching—													
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.	Eighth year.	Ninth year.	Tenth year.	Eleventh to fifteenth.	Sixteenth to twentieth.	Twenty-first to twenty-fifth.	Twenty-sixth or over.
Apache:														
Urban.....														6
Rural.....	2	3	3	3	2	2	1	1	1	3	2	1	1	26
Cochise:														
Urban.....	4	11	15	17	17	13	10	9	11	11	18	2	2	140
Rural.....	11	9	8	5	6	4	6	5	5	8	8	7	4	85
Coconino:														
Urban.....	0	1	3	2	2	1	2	0	3	0	2	0	0	16
Rural.....	0	1	3	3	0	0	3	1	0	0	1	2	0	14
Gila:														
Urban.....	0	5	4	1	8	3	5	11	3	2	4	0	0	46
Rural.....	2	3	0	3	4	3	2	1	0	2	2	3	2	29
Graham:														
Urban.....	0	0	1	0	2	0	0	1	2	1	2	0	0	9
Rural.....	8	9	4	8	0	1	5	0	2	1	8	2	3	53
Greenlee:														
Urban.....	5	6	6	4	6	11	6	2	0	1	2	1	0	50
Rural.....	4	5	1	3	4	1	0	3	1	1	3	0	0	27
Maricopa:														
Urban.....	11	12	15	12	9	6	9	9	8	9	9	6	6	121
Rural.....	20	20	12	8	1	4	8	5	5	5	12	5	1	108
Mohave:														
Urban.....	0	2	0	0	0	1	0	0	0	1	0	0	0	4
Rural.....	3	0	1	2	0	0	0	1	1	2	3	2	0	15
Navajo:														
Urban.....	2	0	1	1	1	2	2	0	0	0	0	0	0	9
Rural.....	8	1	4	5	4	2	2	2	0	0	2	4	2	36
Pima:														
Urban.....	2	2	9	7	8	2	5	5	5	2	5	4	3	56
Rural.....	2	4	1	3	3	3	4	0	1	2	4	1	0	31
Pinal:														
Urban.....	0	1	1	1	0	2	0	1	0	0	0	0	0	6
Rural.....	8	2	5	2	5	2	2	1	0	2	5	1	0	37
Santa Cruz:														
Urban.....	5	2	3	0	2	0	1	2	1	1	0	0	0	17
Rural.....	4	2	2	3	1	0	2	0	1	2	0	2	0	23
Yavapai:														
Urban.....	1	6	3	2	2	0	3	4	0	0	4	1	1	29
Rural.....	7	5	7	5	3	6	3	2	1	0	5	2	0	47
Yuma:														
Urban.....	2	5	5	0	4	0	0	1	0	1	0	0	0	18
Rural.....	3	5	4	1	3	3	2	0	0	0	2	1	1	25
Total:														
Urban.....	32	53	66	47	61	41	43	45	33	29	46	14	12	594
Rural.....	82	69	55	54	36	31	40	22	18	25	57	33	14	555
Per cent:														
Urban.....	6	10	13	9	12	8	8	8	6	5	9	3	2	4
Rural.....	15	12	10	10	6	6	7	4	8	5	10	6	3	3

Tenure.—Table 71 shows that 33 per cent of the urban and 61 per cent of the rural teachers are teaching in their present position in the first year. This number is high, considering that but 6 and 15 per cent, respectively, of them are inexperienced. In North Dakota 32 and 77 per cent, respectively, were teaching the first year in the present position, but 12 and 32 per cent, respectively, of all teachers were teaching their first year in any position. It is hard to understand why the tenure is so short, in consideration of the salaries that are paid. Some way should be devised by which teachers may be retained longer in the same positions, for constant changing of teachers is detrimental to the progress of the pupils.

TABLE 71.—*Number of years in present position.*

Counties.	First year.	Second year.	Third year.	Fourth year.	Fifth (or more than fifth) year.	Number reporting this item.
Apache:						
Urban.....	0	0	0	0	0	0
Rural.....	15	5	5	0	1	26
Cochise:						
Urban.....	30	34	28	11	25	137
Rural.....	50	14	7	4	1	86
Coconino:						
Urban.....	7	4	3	1	0	15
Rural.....	4	5	5	0	0	14
Gila:						
Urban.....	16	13	8	4	7	48
Rural.....	15	6	4	1	3	29
Graham:						
Urban.....	3	5	0	0	1	9
Rural.....	38	7	2	1	5	53
Greenlee:						
Urban.....	26	15	5	2	3	51
Rural.....	17	6	2	2	0	27
Maricopa:						
Urban.....	33	29	24	17	23	126
Rural.....	54	27	17	5	5	108
Mohave:						
Urban.....	1	3	0	0	0	4
Rural.....	12	3	0	1	0	16
Navajo:						
Urban.....	3	1	1		4	12
Rural.....	22	12	1	0	1	36
Pima:						
Urban.....	16	20	8	4	12	60
Rural.....	18	10	2	0	1	31
Pinal:						
Urban.....	3	0	0	0	0	3
Rural.....	21	11	3	2	1	38
Santa Cruz:						
Urban.....	10	4	1	1	1	17
Rural.....	13	4	1	1	3	22
Yavapai:						
Urban.....	12	6	5	2	7	32
Rural.....	36	4	3	3	1	47
Yuma:						
Urban.....	8	7	3	2	0	20
Rural.....	17	2	3	1	2	25
Total:						
Urban.....	177	141	86	47	83	534
Rural.....	341	116	55	21	24	557
Per cents:						
Urban.....	33	26	16	9	15	.....
Rural.....	61	21	10	4	4	.....

¹ 80 per cent of the whole number.

Certificates.—Further indication of the education of the rural teachers is given in Table 72, showing the certificates held by 576 of them. Of this number, 62 per cent hold first-grade certificates received on normal diploma, college diploma, or in exchange for first-grade certificates awarded by other States; 14 per cent hold first-grade certificates on examinations conducted by the Arizona State board of examiners. The larger part of the 62 per cent received their certificates on normal diplomas from Arizona normal schools or from those in other States. An examination of the accredited schools and the records of the State board of examiners show, however, that in many cases institutions are listed which are not of standard grade

and whose work is not equivalent to that given in the normal schools of Arizona. Conversations with trustees of schools visited in various parts of the State, as well as the data in the tables, show that the great majority of them appreciate the value of trained teachers and that they want normal graduates in their schools.

TABLE 72.—*Certificates held by 576 rural teachers.*

Counties.	Life certificate.	First grade on normal diploma or credentials.	First grade on examination.	Second grade.	Number reporting this item.
Apache.....	1	10	4	11	26
Cochise.....	1	38	19	27	85
Coconino.....	1	9	2	2	14
Gila.....	1	21	3	4	29
Graham.....	0	35	3	14	52
Greenlee.....	1	18	7	1	27
Maricopa.....	0	79	16	12	107
Mohave.....	0	15	0	1	16
Navajo.....	0	20	6	10	36
Pima.....	0	21	5	5	31
Pinal.....	1	26	3	8	38
Santa Cruz.....	2	13	5	2	22
Yavapai.....	1	33	4	9	47
Yuma.....	0	21	2	2	26
Total.....	9	359	79	106	576

TABLE 73.—*Certificates from the Arizona State board of examiners, 1914-1916.*

	Year 1914-15.	Year 1915-16.
Number of applicants for certificates on examination.....	437	494
Number of first grade certificates issued on examination.....	42	59
Number of second grade certificates issued on examination.....	152	146
Number of first grade certificates issued on credentials.....	515	571
Number of life diplomas granted.....	2	.....
Certificates issued for—		
Manual training.....	10	12
Commercial instruction.....	16	17
Agricultural instruction.....	3	6
Kindergarten.....	3	5
Domestic science.....	20	26
Drawing.....	6	7
Music.....	9	12
Primary.....	10	.....
Oratory.....	2	.....
Spanish.....	.....	1
Bookkeeping.....	.....	2
Stenography.....	.....	1

Ages.—The number of teachers who reported their ages was considerably less than the number reporting other items; however, 481 urban and 532 rural teachers did report. The ages are given in Table 76. As would be expected from the number of years' experience, there are very few under 20 years of age. The most frequent age of urban teachers is 25; the most frequent age of rural teachers is 22. It is interesting to note that there is a larger percentage of rural teachers than of urban teachers over 40 years of age.

TABLE 74.—*Proportion of teachers of various ages.*

Ages.	Urban.	Rural.
	<i>Per cent.</i>	<i>Per cent.</i>
Under 21.....	5.6	8.0
21 to 25.....	42.0	42.1
26 to 30.....	37.6	15.2
Over 30.....	14.8	34.7

TABLE 75.—*Average age of the rural teachers by counties.*

Counties.	Average age.	Counties.	Average age.
Apache.....	30	Mohave.....	29
Cochise.....	30	Navajo.....	27
Coconino.....	28	Pima.....	27
Gila.....	30	Pinal.....	30
Graham.....	28	Santa Cruz.....	30
Greenlee.....	24	Yavapai.....	26
Maricopa.....	26	Yuma.....	26

Salaries.—Table 77 presents the salaries of all teachers in Arizona as given in the directory of the State department of education published in November, 1916. The salaries of superintendents are omitted, although principals and special teachers are included; 1,546 salaries in all are included; those for high schools, city schools, and rural schools are given separately. It will be noted that all are entered under such amounts as \$75, \$80, \$85, etc. In a very few cases salaries were paid between these amounts, but all are tabulated under the nearest multiple of 5.

In studying the figures in this table it should be remembered that there are practically no school terms less than 8 months in length. The great majority of teachers are paid for 9 months, although some, particularly in city districts, are paid for 10 months. There is but one teacher receiving less than \$70 per month, and but 15 receiving less than \$75 a month. The most frequent salary paid urban teachers is \$90 per month, and the most frequent salary paid rural teachers is \$85 per month. Twenty-nine teachers receive \$160 or over. Most of them are, as might be expected, high-school principals and city-school principals. Six in Cochise County include one principal at \$160, two at \$180, one at \$190, one manual-training teacher at \$167, and one at \$211. In Gila County one principal receives \$168. In Maricopa, of the 13 receiving \$160 and over, 2 are supervisors of industrial work, 4 are teachers, and 7 are principals. The two supervisors receive \$178 and \$189, respectively; the four teachers, all in high-school work, receive \$160, \$167, \$178, and \$185, respectively; the seven principals receive \$167, \$167, \$170, \$180, \$180, \$222, and \$250, respectively. In Navajo County, one principal receives \$161 and one instructor in manual training \$166. In Pima one principal receives \$205 and three teachers receive \$167. In Yavapai one principal receives \$165 and in Yuma one principal receives \$222.

TABLE 77.—Salaries per month of all full-time Arizona teachers, 1916-1917.¹

Counties.	\$60	\$70	\$75	\$80	\$85	\$90	\$95	\$100	\$105	\$110	\$115	\$120	\$125	\$130	\$135	\$140	\$145	\$150	\$155	\$160	Over \$160.	Total.
Apache:																						
High school.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urban.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rural.....	0	0	11	4	5	7	1	4	0	2	1	0	0	0	0	0	0	0	0	0	0	35
Cochise:																						
High school.....	0	0	0	0	1	1	0	8	5	1	4	4	5	7	0	0	0	1	0	1	3	43
Urban.....	0	1	8	12	14	25	21	38	9	2	3	3	3	0	0	2	0	2	0	0	0	143
Rural.....	1	0	6	22	31	47	5	9	1	1	0	0	4	1	0	0	0	2	0	0	0	130
Cocconino:																						
High school.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urban.....	0	0	0	3	6	7	0	4	0	3	0	1	1	0	0	0	0	0	0	0	0	25
Rural.....	0	0	1	2	1	3	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	9
Gila:																						
High school.....	0	0	0	0	0	1	0	2	0	4	2	2	8	1	3	0	0	0	0	0	1	24
Urban.....	0	0	0	0	0	16	13	9	2	8	0	0	1	0	0	0	0	0	0	0	0	49
Rural.....	0	0	0	3	12	12	5	11	0	1	0	0	2	0	0	1	0	0	0	0	0	47
Graham:																						
High school.....	0	0	0	0	2	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Urban.....	0	0	0	2	6	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Rural.....	0	1	13	25	11	6	0	5	2	0	1	0	0	0	0	0	0	0	0	0	0	64
Greenlee:																						
High school.....	0	0	1	0	0	0	0	3	0	2	0	0	5	0	2	2	1	2	0	1	0	19
Urban.....	0	0	0	0	9	21	6	2	1	4	1	2	3	0	0	0	0	0	0	0	0	49
Rural.....	0	0	0	2	7	6	1	7	0	2	0	1	0	0	0	0	0	0	0	0	0	26
Maricopa:																						
High school.....	0	0	0	2	1	6	3	0	2	12	1	9	5	1	0	0	3	0	2	1	7	55
Urban.....	0	5	2	12	17	10	33	39	2	18	2	7	2	2	4	0	0	1	1	0	4	167
Rural.....	0	5	8	35	18	23	6	10	4	3	1	1	4	0	1	2	1	0	0	0	1	123
Mohave:																						
High school.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urban.....	0	0	0	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Rural.....	0	0	0	9	2	3	1	3	0	1	0	0	0	0	0	0	0	0	0	0	0	19
Navajo:																						
High school.....	0	0	0	0	0	0	0	0	0	2	0	0	1	0	0	1	0	0	1	0	1	6
Urban.....	0	0	0	3	0	1	6	3	0	2	2	1	0	0	0	0	0	0	0	0	0	19
Rural.....	0	0	7	7	8	7	1	4	1	3	0	2	0	0	0	0	0	0	0	0	0	40
Pima:																						
High school.....	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	3	0	4	11
Urban.....	0	0	2	2	20	16	17	1	2	3	0	1	0	0	2	1	3	1	0	0	0	71
Rural.....	0	1	3	4	25	6	3	2	0	2	1	0	0	0	0	0	0	0	0	0	0	47

¹Taken from the directory published by the State department of education. Principals included; superintendents omitted.

TABLE 77.—Salaries per month of all full-time Arizona teachers, 1916-1917—Continued.

Counties.	\$60	\$70	\$75	\$80	\$85	\$90	\$95	\$100	\$105	\$110	\$115	\$120	\$125	\$130	\$135	\$140	\$145	\$150	\$155	\$160	Over \$160.	Total
Pinal:																						
High school.....	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	0	0	4
Urban.....	0	0	0	0	0	0	0	0	0	0	0	2	1	0	1	0	0	0	0	0	0	13
Rural.....	0	0	0	4	17	24	2	0	1	0	2	1	3	0	1	0	0	0	0	0	0	57
Santa Cruz:																						
High school.....	0	0	0	0	0	0	0	2	1	1	1	1	0	0	0	1	0	0	0	0	0	7
Urban.....	0	0	3	14	1	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	24
Rural.....	0	0	4	10	9	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	26
Yavapai:																						
High school.....	0	0	0	0	0	0	0	4	0	2	0	3	3	0	1	1	1	1	0	0	1	17
Urban.....	0	0	0	4	14	11	3	7	3	1	0	0	1	0	0	0	0	0	0	0	0	45
Rural.....	0	0	0	11	14	11	2	9	2	3	0	0	1	1	0	0	0	0	0	0	0	54
Yuma:																						
High school.....	0	0	0	0	0	0	0	1	1	0	1	3	0	0	0	0	0	1	0	0	1	8
Urban.....	0	0	0	8	4	5	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	19
Rural.....	0	0	1	10	9	3	2	3	0	0	0	1	1	0	0	0	0	0	0	0	0	30
Total:																						
High school.....	0	0	1	2	4	10	3	21	9	25	9	23	28	10	8	5	6	6	6	3	20	199
Urban.....	0	6	15	61	102	125	100	104	19	43	8	18	12	3	7	4	3	4	1	0	5	640
Rural.....	1	8	56	148	109	159	29	69	11	18	6	6	16	2	3	3	1	2	0	1	0	707
Per cent—																						
High school.....	0	0	0.5	1	2	5	1.5	10.5	4.5	12.5	4.5	11.5	14	5	4	2.5	3	3	3	1.5	10	.....
Urban.....	0	0.9	2.3	8.5	16	19.5	15.6	16.2	3	6.7	1.2	2.8	1.9	1.4	1.5	0.6	0.4	0.6	0.1	0	0.8	.....
Rural.....	0.2	1.1	7.9	21.9	23.8	22.5	4.0	8.7	1.5	2.5	0.9	0.9	2.3	0.3	0.5	0.5	0.3	0.3	0	0	0.2	.....

Boarding places.—In connection with salaries, the price of board should be considered. Urban teachers pay in Arizona from \$30 to \$40 per month. Table 78 gives figures paid for board by 285 rural teachers; the average is \$26. A very few reported that they pay less than \$20.

The table shows also that 221 of the rural teachers reporting are living with their own families or are boarding themselves. This includes married men and women who have their own families with them, younger men and women living with their parents, and also a considerable number, probably between 20 and 25 per cent of the total, who are living in cottages or rooms either rented by them or furnished free by the school districts, and are boarding themselves.

While the table would indicate that the boarding places on the whole were satisfactory, there is considerable doubt whether or not this is really true. A large number did not report on this item. It is probable that the majority of them, if required to express themselves, would have reported their boarding places unsatisfactory. Many letters were received from rural teachers in regard to this matter. Experienced teachers who have taught in several parts of the State reported that they had been unable to get satisfactory boarding places anywhere, and also that teachers of their acquaintance reported universal dissatisfaction with the places in which they were required to live.

TABLE 78.—Boarding conditions of Arizona teachers.

Counties.	Living with own family or boarding themselves.	Boarding in district.	Boarding out of district.	Boarding place satisfactory.			Paying for board, per month—				
				Yes.	No.	Not reporting.	\$20 or less.	\$25.	\$30.	\$35.	\$40 or more.
Apache.....	12	12	2	11	2	13	3	5	.....	.....	.....
Cochise.....	37	50	2	39	7	39	26	16	10	4	.....
Coconino.....	4	10	.....	12	0	2	4	.....	4	.....	.....
Gila.....	10	16	2	16	6	7	4	5	5	2	.....
Graham.....	20	30	0	22	9	21	9	9	8	1	2
Greenlee.....	11	16	3	13	5	9	2	3	6	7	.....
Maricopa.....	53	39	16	50	6	53	6	16	16	3	.....
Mohave.....	5	10	1	5	2	9	2	.....	4	1	2
Navajo.....	10	28	0	16	5	15	12	6	.....	.....	1
Pima.....	6	21	1	10	0	21	6	4	2	1	.....
Pinal.....	16	20	2	18	5	15	5	6	5	.....	1
Santa Cruz.....	10	12	0	11	5	16	2	5	2	1	.....
Yavapai.....	16	22	7	25	6	16	4	11	9	2	3
Yuma.....	11	13	1	14	1	10	3	2	6	1	1
Total.....	221	290	37	262	59	245	88	87	77	23	10

¹ This one pays \$60.

Chapter III.

SUMMARY OF RECOMMENDATIONS RELATING TO PUBLIC ELEMENTARY AND SECONDARY SCHOOLS.

1. *Centralization of the State school system, placing the responsibility of the administration of the public-school system definitely upon the State board of education and the State department of education working in cooperation with the county boards of education and school-district trustees.*

The State should exercise a sufficient degree of administrative control to assure that schools are maintained wherever needed and that all schools are efficient. This can be done best through the following organization:

1. For the State, a State board of education and a State department of education, the State superintendent of public instruction being the executive officer of the State board and the actual head of the department.

2. For each county, a county board of education to assume general control over the schools in the county, with the county superintendent as its executive officer.

3. For each local district, urban and rural, a local board of trustees.

The State and county superintendents should be professional officers, selected and appointed by the State and county boards, respectively, as city superintendents are now selected and appointed by city boards.

2. *Reorganization of the State board of education conferring upon it enlarged powers.*

The State board of education should be composed of seven members, men and women of affairs, scholarship, and business ability, but not necessarily engaged in education. They should be appointed from different parts of the State by the governor with the approval of the senate, or elected by the people. The term of office should be eight years, not more than two terms expiring each biennium. The members should serve without pay, except perhaps a reasonable per diem, and should receive their actual traveling and other expenses.

3. *Provision for a nonpolitical State superintendent who shall be the head of an enlarged and more effective State department of education.*

The State superintendent of public instruction should be selected and appointed by the State board of education in a manner similar to the selection and appointment of city superintendents by city boards of education and college presidents by college boards of trustees. He should be selected for his particular fitness for the position, regardless of whether or not a resident of the State at the time of appointment. The appointment should be for a specified term sufficiently long to insure the most efficient service, the State board having power to remove him from office for inefficiency or malfeasance. The salary should be fixed by the State board and should be sufficient to secure a suitable person with adequate professional education and experience in teaching, supervision, and school administration. The department should have, in addition to the State superintendent, at least two general assistants as field agents to inspect schools under control of the State board and others receiving State aid for special purposes and to act as advisors and assistants to the State superintendent, also a State school architect, an expert statistician, a chief of a division of certification, one person in charge of textbook distribution, and the necessary clerical assistants.

4. *Provision for county control of county school funds through county boards of education and nonpolitical county superintendents.*

There should be in each county a county board of education charged with the general management of the schools of the county. That board should fix district boundaries and the location of school-houses; and employ or approve the employment of all teachers. It should be composed of five persons not engaged in school work, elected by popular vote from various parts of the county. The term of office should be at least six years, not more than one-third of the terms should expire each biennium, and not more than one member of the board should be a resident of any city district. The board should appoint the county superintendent, who should be its executive officer and the supervisor of all schools except those in city districts employing superintendents. The county board should determine from the estimates made by the county superintendents the amount of money to be levied by the county commissioners for school purposes.

It should apportion an equitable portion of the State and county funds to independent city districts, and all expenditures for schools in the county except those in such districts should have its approval.

The county board should purchase through the county superintendent all supplies of an instructional nature used in the county except in the city districts with superintendents. County superintendents should be appointed for their particular fitness for the office, and only persons with adequate professional training and experience should be eligible. They should be appointed for a specific term, the board having power to remove him from office for inefficiency or malfeasance. The board should fix the salary, determine the number of assistants to be employed, fix their salaries, and employ them on the recommendation of the superintendent.

Local school districts should remain as at present, and the county should have power to consolidate, divide, and change district boundaries at its discretion. Local trustees should be elected as at present to act as custodians of the school building, to attend to repairs and upkeep, and to be immediate overseers of the school. They should be agents of the county board, and agents of their districts to make recommendations to the county board relating to supplies and equipment needed and to teachers desired. The local districts should be permitted to employ special teachers in addition to those employed by the county, if they desire to do so, and to meet the necessary expenses incurred.

City systems employing full-time superintendents should be independent of the county board in general administration and supervision. They should be required to report to the county superintendent and county board all statistical information needed by the county board and the State department of education, and to submit evidence that they are complying with all State school laws before any part of the State and county funds is apportioned to them.

5. Reorganization of the method of apportioning State funds on a basis which recognizes county and local effort.

No decrease should be permitted in the amount per school child distributed from the State school fund. Its method of distribution to the counties should be changed, as the present method is on a basis which bears little relation to the ability of the several counties to support schools, or to what they are already doing in education. Each county should receive a fixed sum for every teacher employed in public elementary and secondary schools, the remainder of the State school fund being apportioned to the counties on the basis of the aggregate attendance. Before distribution a portion should be withheld from each county sufficient to pay for the textbooks and other instructional supplies purchased by the State for the public schools in that county. This arrangement is necessary on account of the lack of responsibility felt by county and district authorities for the proper care of books under the present plan.

The support of the State department of education should be provided by direct appropriation. The appropriation should be in a lump sum, so that the State board would be able to pay necessary salaries and determine the number of assistants. All funds for special purposes, such as for teachers' pensions, vocational education, etc., should be provided by direct appropriation and not be taken from the State school fund.

When a county board of education is provided to assume general management of the schools of the county, the county board should pay over to city districts with full-time superintendents an equitable portion of the State and county funds. The rest of the funds the county board should expend to maintain schools as nearly equal as possible in all parts of the county where schools are needed.

Local school districts should continue as at present to raise funds for special purposes to supplement the county funds, and to provide bond issues for building and other permanent improvements.

High-school districts and elementary school districts should be coterminous. All common-school districts now included in union high-school districts should be consolidated into one district for both elementary and high-school purposes, and under the same management and control. In dividing State and county funds between the independent city districts and the rest of the county, average daily attendance in high schools should be included as well as that in elementary schools. High schools in independent districts would therefore be supported largely by State and county funds and should be free of tuition to all pupils of the county.

6. *Requirement of a higher standard of general and professional education for teachers, a revision of the method of certification, establishment of a certification division in the State department of education, which shall be also a teachers' employment bureau.*

The State should require that all new teachers employed after a certain date should have general education not less than the equivalent of a four-year, standard, high-school course and a stated amount of professional work in education, consisting of classroom instruction in a recognized institution for training teachers. One year after the passage of such an act a minimum of six weeks of such professional education should be required, and the amount required in each succeeding year should be gradually increased until by 1924 the amount required should be equivalent to that obtained in a two-year normal-school course. This means a total of six years of secondary and professional education beyond completion of the eighth grade.

The State board of examiners should be abolished and its work done by a division of certification in the State department of educa-

tion. Certificates should be issued by the State board on the recommendation of the certifying division. The kinds of certificates and the requirements for each should be fixed by the State board and not by the State legislature. Certificates should be issued as far as possible on credentials of education and experience.

The diplomas of the State normal schools should be recognized as teaching certificates valid for two years and renewable by the State board of education on presentation of evidence of satisfactory teaching and the completion of the minimum amount of professional reading determined by the State board of education.

The division of certification of the State department should be also a teachers' employment bureau to assist teachers in procuring positions and to assist local authorities in obtaining teachers. A small fee for certificates and a fee for registration should be charged.

7. Means to encourage the erection of suitable school buildings and to prevent the erection of undesirable ones.

The plans for all school buildings to be erected in the State should be submitted to the State department of education for approval before work is begun. The department should employ a school architect to consider such plans and also to prepare plans and specifications for school authorities anywhere in the State at the fees ordinarily charged for such work. The architect should be paid a fixed salary and the fees collected should be turned into the State treasury.

8. Rearranged course of study especially to meet the conditions in the one-teacher schools.

The State course of study should be arranged in such a way as to make it adaptable to one-teacher schools, to two-teacher schools, and to schools with three or more teachers. The course should be gradually revised to make it fit more closely the conditions peculiar to the State.

9. Provision for expert supervision of rural schools.

The supervision of the instructional work in all schools outside of those in independent cities employing full-time superintendents should be under the direction of the county superintendent. He should be an able educator, fitted by experience and training, and have adequate office help and assistant supervisors when necessary. The assistant supervisors, when qualified for the work, might be engaged for part of their time and paid part of their salary by the State agricultural college as leaders in the junior agricultural club work. The club work is primarily education, not agriculture, and in this way can be made a definite part of the school work and of the highest educational value.

10. *Reorganization of the method of handling State textbooks to prevent unnecessary losses.*

One person should be employed in the State department to devote his entire time to the care and delivery of textbooks. County superintendents should be responsible for the requisitions submitted by the school districts in order that only necessary books be included. District clerks should be bonded and held responsible for the care and delivery of the books to the school, which delivery in many cases can be made directly from the publishers. Each county superintendent should have on hand a supply to be issued in emergencies. The cost of textbooks furnished to each county by the State should be deducted from the State funds after apportionment to the counties, but before distribution. Careful investigation should be made of the advantages of handling the State books through a State depository to determine whether the method should be continued or whether the books should be purchased direct from the publishers by the State department, the State department itself acting as depository. If after the investigation the depository is retained, the representative of the State department in charge of books should have office room in the department building and have immediate oversight of the shipment and return of books.

CHAPTER IV.

THE STATE NORMAL SCHOOLS AND DEPARTMENT OF EDUCATION IN THE STATE UNIVERSITY.

Section 1.—FUNDAMENTAL PREMISES.

Organization and function of the State normal schools determined by State needs.—The public normal schools in any State must be considered an integral part of the State system of higher education. These schools are organized for all a State's citizens, and are maintained through public taxation. They do not belong to any one community, but to the State as a whole. How the normal schools should be organized, what kind of services they should render, can properly be determined, therefore, only by present State-wide requirements and in no wise by sectional or local desires.

It is manifestly unfair to measure the present status of the Arizona State normal schools by similar schools in the Middle West and East. Because of the newness of the State, its sparse population, great distances, and small number of well-organized high schools, the normal schools have from the first been burdened with tasks which are unknown to the well-established normal schools in the older States. How far these tasks and responsibilities have been necessary, and how far self-imposed and unnecessary, will appear in a later discussion of the internal organization of the schools.

Before examining in detail the present status of the Arizona State normal schools, the committee desire to lay down a few general premises bearing on the fundamental purposes and limitations of all State normal schools, thus better to indicate the lines of development to be followed by normal schools in this State.

Résumé of normal-school organization in the United States.—The first efforts to prepare elementary-school teachers in the United States were made about 85 years ago by the State of New York, which subsidized a few of its private academies for this important task. Shortly afterwards Massachusetts and other States began to prepare elementary and grammar school teachers in regular normal schools. At that time teachers needed for the academies (there being practically no other high schools) were educated for the most part in the colleges and universities. The policy thus established has been

adhered to consistently down to the present time in the northeastern section of the country. The replies to a recent questionnaire on normal-school functions show that practically all the normal schools in New England and New York and practically all in Pennsylvania confine their energies to the preparation of teachers for schools below high-school rank, leaving the training of high-school teachers to the departments of education in colleges and universities.

In the Middle West and Western States the normal schools have generally developed contemporaneously with the State universities and colleges and have often become well established as the chief institutions for teacher training, while the universities were struggling to lay good foundations for college courses in arts and sciences. In some of these States the normal schools have developed into colleges of education, competing for prestige and patronage with the schools of education in the universities and colleges.

The paramount purpose of the normal schools.—From the point of view of the economical and effective use of the State's educational machinery, the policy represented by the Northeastern States is unquestionably the wiser one.

The teaching force and physical equipment of normal schools all over the country have been selected and the general professional atmosphere developed with a view to one paramount purpose, namely, the training of elementary teachers. Whatever the ambitions of certain institutions, the momentum of the normal school is in this direction. The peculiar and exacting nature of this task prevents the successful adaptation of the normal school to secondary work. The committee's dictum on this point is based on the study of many normal schools in all parts of the country. It is convinced that not until the normal schools of a State have accomplished with some fullness their chief function—the preparation of elementary teachers—may they profitably devote their surplus energies and equipment to preparing teachers for higher schools. Normal schools have not satisfied this important function so long as the State is obliged to accept large numbers of teachers without sufficient professional preparation, who enter the service by the examination route, or so long as the normal schools are unable to give a specialized preparation to both rural and other elementary teachers.

Moreover, certain other considerations should not be forgotten. The physical equipment required in preparing teachers for elementary schools is comparatively inexpensive, but the laboratories and other equipment needed to prepare teachers for high schools are much more costly. For a normal school to provide facilities for higher teacher training often entails an expense out of proportion

to the results attained.* Schools which embark upon this enterprise generally fall victims also to another tendency equally calculated to defeat their main purpose. The attention of the stronger members of their staffs is concentrated upon a small group of advanced students, while the younger pupils are left to the care of the less efficient and less experienced instructors.

Organization and present scope of Arizona State normal schools.—The citizens of Arizona have the right to demand that their normal schools be administered in such a way as to give the people the largest possible returns in well-equipped teachers without waste of funds and without diverting the schools' energies into channels other than those of teacher training. To the attainment of this end it is essential to define as clearly as possible the purpose of the State in establishing the State normal schools and to show how changing conditions in the new and rapidly developing State have conspired to require changes in the original purpose for which they were established. The two normal schools were organized at different times, each under its own legal enactment. The Tempe State Normal School, the older of the two schools, was created under the normal school act of 1885. The act states the purposes for which the school was founded to be—

The instruction of persons, both male and female, in the art of teaching and in all the various branches that pertain to a good common-school education; also to give instruction in mechanical arts and in husbandry and agricultural chemistry, and in the fundamental laws of the United States, and in what regards the rights and duties of citizens.

The legislators who thus provided for the establishment of the first normal school intended to give the State an institution broad enough to include in its organization not only the preparation of teachers for the public schools of the State, but also the academic preparation of the children of those sections of the State which had no facilities for high-school instruction. They probably anticipated also that the school might some time, by reason of its location in one of the best agricultural sections of the State, become a college of mechanical arts and agriculture.

The Northern Arizona Normal School, at Flagstaff, was organized under the act of 1898. The purpose of organization is stated in the act in the following language:

The exclusive purpose and object of the State normal school shall be the instruction and training of persons, both male and female, in the theory and art of teaching and all the various branches that pertain to a good common-school education and in all subjects needful to qualify for teaching in the public schools; also to give instruction in the fundamental law of the State and the United States in what regards the rights and the duties of the citizens.

The clause is somewhat ambiguous. The chief purpose is clearly to prepare teachers for the public schools; at the same time it may be construed to include as one of its objects instruction in general academic courses.

The normal schools largely academic institutions.—The normal schools of Arizona have given the code a liberal interpretation. The reason is not far to seek. The explanation lies in the scarcity of young men and women prepared to enter the professional departments in the normal schools. The State has only 24 well-organized four-year high schools. Should the advantages of normal schools be limited to the few communities so fortunate as to have schools strong enough to provide a good academic foundation for the professional work? Or should the normal schools offer, in addition to their regular professional courses, academic subjects for young people who desire to prepare for teaching but live in communities without necessary high-school facilities? The normal schools have declared in favor of the latter policy and are offering combined academic and professional courses especially organized for pupils from eight-year elementary schools.

It may be asked whether the Arizona normal schools are justified in maintaining academic departments for pupils who do not expect to prepare for teaching as a profession, even though they came from communities where there are no high schools. The lines must be drawn somewhere. An educational institution which gives the greater part of its energies to academic instruction and a majority of whose students are immature as to years and life purpose will find it difficult to do well the tasks indicated in its chief function—that of preparing public-school teachers. To what extent the Arizona normal schools carry their secondary-school activities will appear in detail later.

What the State expends for normal-school maintenance.—Before proceeding with a discussion of the internal organization of the normal school, it is well for the State to know how it ranks in regard to normal-school expenditure. The following table gives the amount spent annually in every State for normal schools for each 100 children 5 to 18 years of age and the amount spent for normal schools for each \$1,000 spent for public schools.

TABLE 79.—Value of property in the several States—Expenditures for normal schools.

States.	Total value of property, in millions.	Value of property for each child 5 to 18 years of age (1913).	Number of adults for each 100 children 5 to 18 years of age (1910).	Number of men 21 years and over for each 100 children 5 to 18 years of age (1910).	Amount spent for normal schools for each 100 children 5 to 18 years of age (1913-14).	Amount spent for normal schools for each \$1,000 spent for public schools (1912-13).
North Atlantic Division:						
Maine.....	\$1,030	\$5,900	241	120	\$77.57	\$25
New Hampshire.....	613	6,300	252	123	46.95	25
Vermont.....	497	9,500	237	119	23.89	10
Massachusetts.....	5,753	7,300	246	116	61.71	19
Rhode Island.....	893	6,600	231	111	50.71	25
Connecticut.....	2,154	7,900	231	115	47.35	16
New York.....	21,913	9,900	239	117	22.41	8
New Jersey.....	5,362	8,100	222	110	22.63	8
Pennsylvania.....	14,137	6,900	208	105	12.53	5
North Central Division:						
Ohio.....	8,552	7,300	227	113	8.18	3
Indiana.....	4,951	7,200	211	106	20.88	9
Illinois.....	14,596	10,000	213	108	43.36	14
Michigan.....	5,169	7,100	214	109	61.14	20
Wisconsin.....	4,282	6,400	183	93	157.41	58
Minnesota.....	5,267	8,900	185	99	48.50	17
Iowa.....	7,437	12,700	195	98	4.40	2
Missouri.....	5,546	6,300	195	98	39.22	27
North Dakota.....	2,038	10,900	166	93	93.72	47
South Dakota.....	1,331	7,500	175	96	85.95	34
Nebraska.....	3,605	10,700	182	95	77.75	28
Kansas.....	4,394	9,400	190	98	66.28	24
South Atlantic Division:						
Delaware.....	294	5,700	215	107	.....	10
Maryland.....	2,002	5,700	196	94	14.07	9
Virginia.....	2,175	3,400	153	74	36.16	28
West Virginia.....	2,180	5,800	161	84	42.46	35
North Carolina.....	1,745	2,200	133	63	23.46	37
South Carolina.....	1,301	2,500	124	58	23.32	42
Georgia.....	2,299	2,600	137	66	18.30	21
Florida.....	1,015	4,300	165	87	.....	.....
South Central Division:						
Kentucky.....	2,152	3,100	160	79	23.74	24
Tennessee.....	1,834	2,700	152	74	21.16	25
Alabama.....	2,050	2,900	138	67	14.77	20
Mississippi.....	1,306	2,100	160	65	7.04	18
Louisiana.....	2,057	3,800	144	70	18.57	15
Texas.....	6,552	5,000	142	72	19.89	14
Arkansas.....	1,758	3,400	139	70	16.60	21
Oklahoma.....	4,321	7,300	145	78	36.86	34
Western Division:						
Montana.....	1,113	12,300	261	165	64.77	9
Wyoming.....	345	10,200	269	179	.....	.....
Colorado.....	2,286	11,100	231	125	19.36	6
New Mexico.....	502	4,700	162	88	62.44	52
Arizona.....	487	8,600	213	129	210.30	52
Utah.....	735	6,300	160	85	.....	.....
Nevada.....	441	28,400	269	180	.....	.....
Idaho.....	591	5,900	190	113	93.09	24
Washington.....	3,055	10,400	255	151	90.19	16
Oregon.....	1,843	11,100	253	148	26.05	16
California.....	8,023	15,500	301	169	108.66	13

¹ Cents not included.

² Amounts spent for public normal education not included.

³ Recent reorganization accounts for low figures.

The table discloses that Arizona spent \$210.30 on its normal schools for each 100 children of school age, which is considerably more than is expended on this basis of calculation in any other State in the Union. The sum includes maintenance funds and also a liberal sum for new buildings, which makes the amount slightly larger than for an average year. Similarly, the State is exceeded

only by Wisconsin and tied for second place with New Mexico in the amount spent on its normal schools for each \$1,000 spent for public schools. Relatively, to be sure, a new, sparsely peopled State must expend more per capita for higher educational institutions than the older States, but even with this allowance the normal schools of Arizona are very generously supported.

But this must not be construed to mean that the schools have received from year to year all the funds they could use to advantage. That is not the case. In schools expanding as rapidly as the Arizona normal schools, a liberal policy of financial support is necessary. Such a relatively large expenditure will naturally lead to other questions. Does the State get proportionately good returns from its investment? What proportion of the funds is actually utilized in teacher training? And what proportion for other educational purposes? Are the teachers trained in the normal schools equally well fitted to instruct the children who live in the ranching and agricultural sections and the children who live in mining and other industrial centers?

The State normal schools are still in the formative stage, but they are far enough advanced to warrant the adoption of a definite policy for the future, permitting each school to develop along the line required by its location in the State, and avoiding expensive duplication and unnecessary courses.

Section 2.—CONTROL AND ORGANIZATION OF THE ARIZONA NORMAL SCHOOLS.

Normal school control.—The normal schools of the State are under the general control and management of separate "boards of education," although the ex officio State board of education prescribes regulations for entrance requirements and minimum courses of study. The normal school boards are, in fact, local boards, for each is composed of the State superintendent, and two citizens residing at the seat of the normal school. It is difficult to see any reason for thus localizing the interests of these important boards. It is the committee's belief that this organization explains in large measure the feeling throughout the State that the normal schools are primarily local and not State institutions. That impression causes serious loss to the normal schools, both in support and prestige. It must be recognized by all that the normal schools are a definite part of the public-school system, as they are the professional schools which train teachers for the other schools in the system.

The normal schools should be under a single State board for reasons of business management. Such a readjustment would eliminate rivalries of the institutions before the State legislature in their efforts to secure appropriations, and would make it easier for each to obtain

the funds and equipment it may require. That single board should be the State board of education proposed elsewhere in the survey. It is recommended that the proposed board have charge of the general school system and, therefore, of the normal schools which prepare teachers for the public schools. The new State board of education should supersede the two local boards of education and the ex officio State board of education in normal-school control and management.

Student enrollment and distribution.—The Tempe Normal School is situated at Tempe, within a half hour's drive from Phoenix, in a rich agricultural section in the south central section of the State. The Northern Arizona Normal School is at Flagstaff, in the north, in a region devoted to lumbering, grazing, and dry farming. Geographically and strategically, the schools are probably as well located as could be desired. The growth in student attendance has been uniformly good in both the normal schools, as may be seen from the following table giving their student attendance annually for 5 years closing 1916-17:

TABLE 80.—*Enrollment at State normal schools.*

Schools.	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17 ¹
Tempe.....	267	321	366	398	393	423
Flagstaff.....	142	132	153	214	263	330

¹ First semester only.

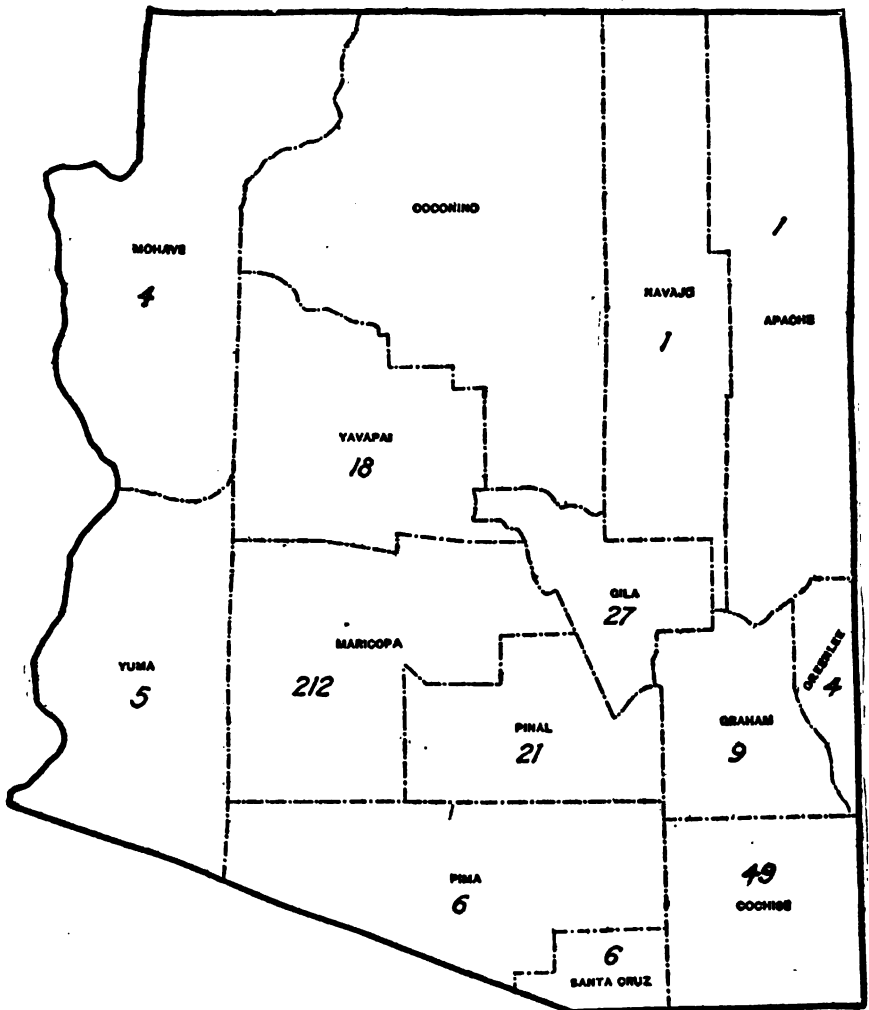
The Northern Arizona Normal School, by reason of its excellent summer climate, maintains a summer school in addition to the regular school term. The summer school also has shown a satisfactory growth. In 1912, 90 students were in attendance; in 1913, 124; in 1914, 158; in 1915, 203; in 1916, 226. The maps reproduced herein indicate graphically the distribution of the students over the State.

It appears that the Tempe Normal School has drawn its 1916-17 attendance from every county except Coconino. Maricopa County heads the list with 212 students, or more than one-half of the entire school attendance, but this is explained largely by the fact that Maricopa County contains about one-sixth of the entire population of the State. Likewise, a large number of people who send their children to the normal schools make the seat of these schools their home while their children attend school.

The Northern Arizona Normal School drew its 1916-17 attendance from all except three counties. This attendance is even better distributed over the State than that of the older school. This is due to the fact that this school alone has a summer school. Many students who take their first work in the institution during the summer

session reenter later as matriculants of the regular school year. An examination of map 4 discloses that both Maricopa and Cochise

ARIZONA

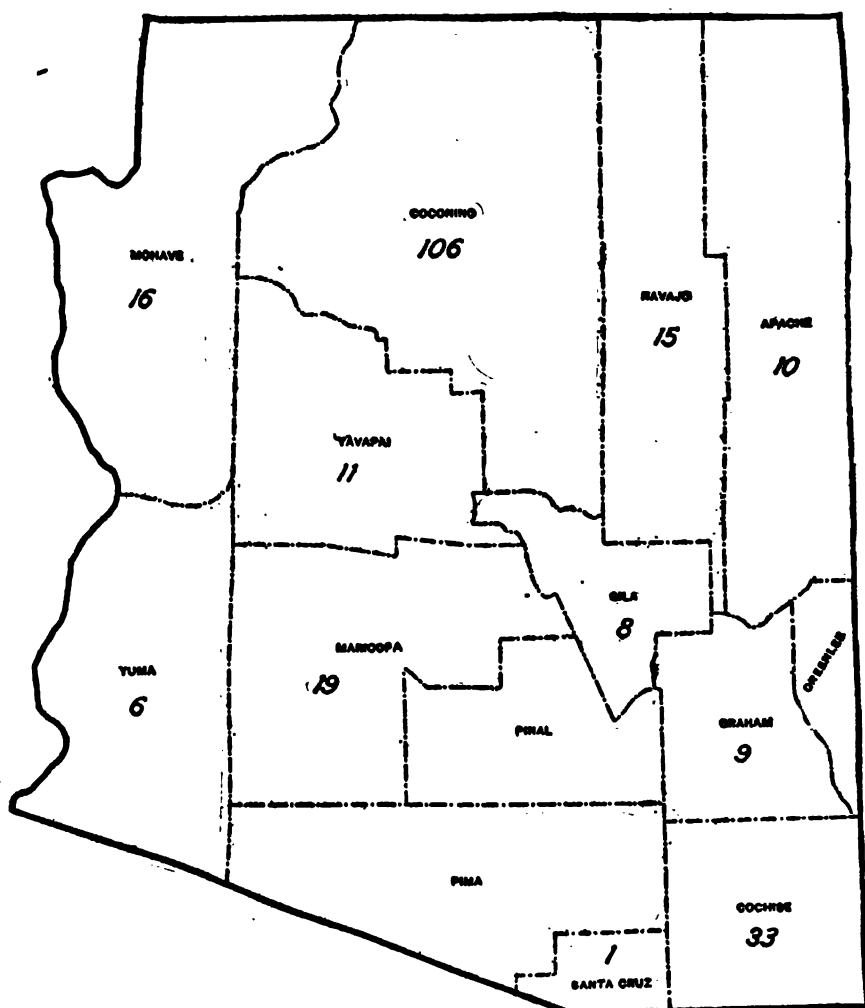


MAP 2.—Distribution, by counties, of students of Tempe State Normal School, for 1916-17. Arizona counties, 363; other States, 59; total, 422.

Counties have more students in the Flagstaff summer school than Coconino County, the home of the school.

From this it is clear that so far as actual distribution of students goes, the two normal schools reach well enough every part of the State. For many years to come, at least, there seems no reason

ARIZONA



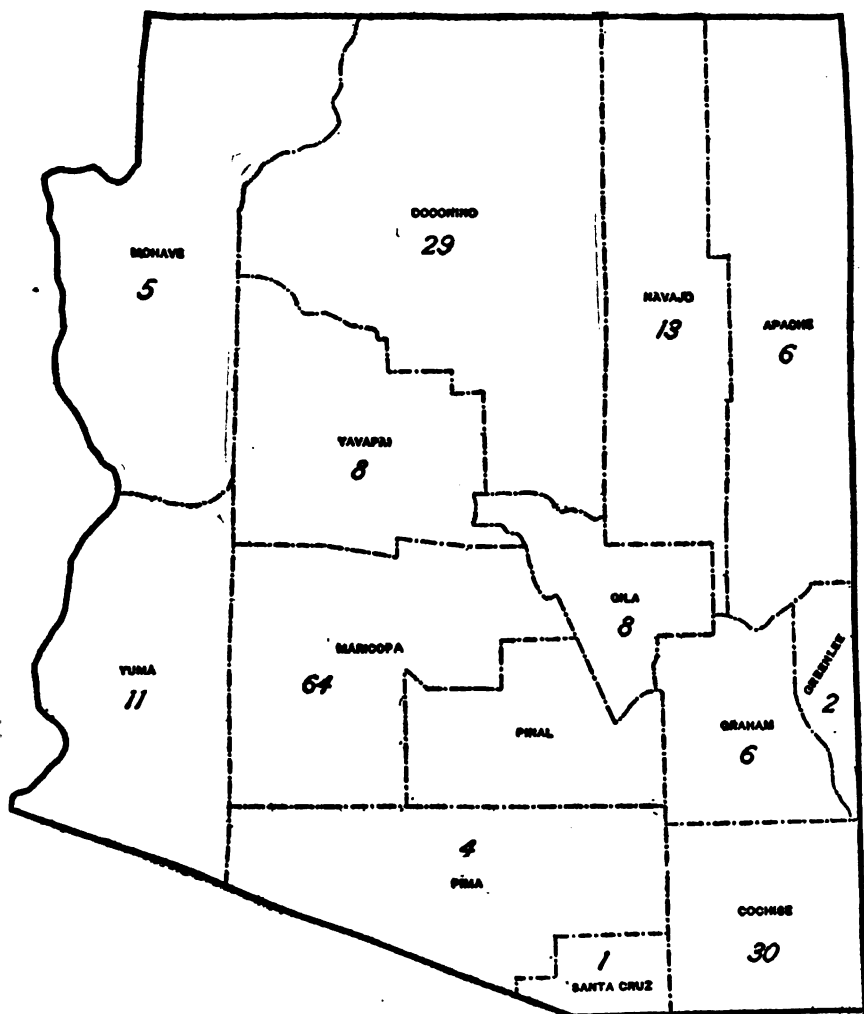
MAP 3.—Distribution, by counties, of students of Northern Arizona Normal School, for 1915-16. Arizona counties, 234; other States, 34; total 268.

for planning for additional normal schools for elementary teacher training.

Justification for the presence of academic students in the Arizona normal schools.—The school attendance enumerated above includes

all the students in the two schools. It comprises three classes of students: Graduates of four-year high schools in full professional standing; students of the so-called "five-year course," taking both

ARIZONA



MAP 4.—Distribution, by counties, of summer school students of Northern Arizona Normal School for 1916. Arizona counties, 187; other States, 39; total, 226.

the academic and professional work in the school; and students pursuing regular academic and commercial courses.

In a total present attendance of 422 students at Tempe, 210 are classed as belonging in the professional group, and at Flagstaff, in

a total attendance of 320, only 106 are in the professional group. The nonprofessional group is unduly large. At Tempe 165 are classed as such, and at Flagstaff 135. The normal schools are justified in making provision for all students coming from communities without high-school facilities who wish to pursue the normal school courses, since it would be impossible otherwise to obtain a sufficiently large number of academically prepared students for the professional courses. It is even felt that the establishment of the high-school courses has in the past been justified on the ground that many sections of the State which are taxed for the maintenance of the normal schools have no local high-school facilities and have, therefore, the choice between sending their children to the normal schools or depriving them of a secondary education.

There comes a point, however, when it is necessary to consider whether the State gains the more by continuing these courses or loses the more by absorbing a large part of the energy of the schools in academic instruction. The committee believe that the normal schools should discourage the matriculation of high-school students, and exclude them altogether as soon as high-school facilities shall have been provided generally over the State. The high-school department should be distinct in every way from the regular normal school departments, and students admitted to it should be classified and catalogued in the publications of the schools under the caption of high-school students.

The Northern Arizona Normal School not justified in offering high-school facilities to Flagstaff.—There is reason to believe that the Arizona normal schools have encouraged rather than discouraged academic student attendance. This working for mere numbers is at best unprofitable. The normal schools may have been tempted to do this since the public is inclined to judge a school's usefulness to the State by the size of its enrollment.

Attention is called to the fact that 52 students classed as "purely academic" are enrolled from Flagstaff and Coconino County. This is in addition to a large number enrolled locally in the "five-year" group. These students are permanent residents of Flagstaff and Coconino County. Flagstaff is a town with a population of between 2,000 and 3,000 and yet has no organized high school of its own. Here is a plain case of a well-to-do community taking advantage of a State-maintained institution for its own local ends. This condition should be remedied without delay. Flagstaff will be better served by having its own high school and the normal school will be enabled to devote its energy more fully to professional work. The professional tone at Flagstaff is impaired by the large number of immature students of high-school rank. The attainment of a real professional

atmosphere is difficult, and the individual initiative and self-reliance that such a school should inculcate in its students is lacking. The committee recommends, therefore, that steps be taken immediately to rectify this condition.

Organization of departments within the normal schools for students from communities without high-school facilities who wish to prepare for normal-school entrance.—Time and maturity of years are both essential elements in teacher preparation and to teaching success. Arizona should be satisfied with nothing short of the choicest teaching material. To acquire this there should be a distinct demarkation of the normal-school courses and the preparatory courses in the schools. The committee, acting upon the policy accepted by the most progressive normal schools, recommend that all students seeking entrance to the normal schools be required to complete a four-year high-school course before being accepted to normal-school standing. For the large group of students coming from communities where there are no high-school facilities the normal schools should maintain a distinct four-year high-school department, to be designated as the "prenormal school" or "high-school department." All such students should be expected to devote at least two years to professional study in the normal school proper after their graduation from the high-school department.

Professional preparation of Arizona teachers.—In 1916-17, 1,546 teachers were employed for the rural, other elementary, and high schools of the State. Of those reporting to the committee nearly 11 per cent were teaching their first term; 62 per cent held college or normal-school diplomas from Arizona or from other States; 14 per cent held first-grade certificates through examination.

A study of all the rural teachers of the State shows that four-tenths of 1 per cent have been limited to an elementary school education; 16.2 per cent have had a partial high-school education; 15 per cent have the equivalent of a full high-school education; 60.8 per cent have completed the high school and have had some college work, or a full or partial course in normal schools; 7.6 per cent are college graduates. Finally, 70 per cent have had at least one year of professional training either in colleges or normal schools. Some of them received this year of professional training in normal schools not requiring high-school graduation for entrance and are not included in the 68.4 per cent with more than the equivalent of a high-school education. Of elementary school teachers of cities and of high-school teachers, 89 per cent have had at least one year professional preparation in normal schools or colleges. A study of all the teachers in Cochise County shows the following: 13.17 per cent have been trained at the Tempe State Normal School and 9.69 per cent at the Northern Arizona Normal School; 47.28 per cent have

had their preparation in normal schools and schools of education in States other than Arizona; 29.86 failed to report and could not be considered. This shows that fully 70 per cent of all the teachers in Cochise County have had a reasonable degree of professional preparation.

Extent to which the two normal schools supply teachers for the schools.—Investigation indicates that in the past only a comparatively small number of Arizona teachers received their preparation in Arizona professional schools. It is true, of course, that while the State receives many teachers from other States, some Arizona-trained teachers likewise seek professional positions in adjoining States.

During the school year 1915-16 the Tempe Normal School graduated in all courses 86 students, of whom 68 are teaching in Arizona; during the same period the Northern Arizona Normal School graduated 43, of whom 36 are teaching in the State. This makes only about one-third of the teachers actually needed; the rest must be drawn from other States or certificated upon examination. It is, therefore, apparent that the normal schools have not yet filled their function in teacher training as fully as the State has reason to expect. The State will continue to increase in population for years to come, and the normal schools will be taxed to keep pace with the demands upon them for well-trained elementary teachers.

Section 3.—COURSES OF STUDY—CONTENTS AND STANDARDS TO BE ATTAINED.

Uniform courses of study required by the regulations of the State board of education.—The Arizona State board of education has established the following regulations to comply with the State law requiring that the normal schools of Arizona maintain uniform courses of study for the regular normal-school diploma:

1. The length of the regular school year shall be 38 weeks, exclusive of summer school.

2. There shall be two regular courses leading to graduation for the purpose of securing a diploma to teach in the schools of the State—a minimum of five years for graduates from the eighth grade of the public schools and a minimum of two years for graduates of a four-year high-school course.

3. Students who are graduates of a four-year high-school course and in addition thereto have taken some professional work in a college, university, or normal school, and who have had one year's experience in teaching in the public schools may receive credit on the two-year course, but in all such cases students will be required to take at least one year's work in residence before receiving a normal-school diploma.

Organization of study courses at Tempe.—Aside from complying with the minimum requirements prescribed by the State board of education, the normal schools are in other respects governed in the growth and expansion of their study courses by what appears as



MODEL SCHOOL, STATE NORMAL SCHOOL, TEMPE.



A. SCIENCE AND OFFICE BUILDING.



B. A COTTAGE UNIT OF THE GIRLS' DORMITORY GROUP.



C. BOYS' DORMITORY AND OVERFLOW COTTAGES.

STATE NORMAL SCHOOL, TEMPE.

BUREAU OF EDUCATION.

BULLETIN, 1917, NO. 44 PLATE 14.



A. GYMNASIUM AND AUDITORIUM.



B. MAIN LECTURE BUILDING.



C. MANUAL ARTS BUILDING.



D. A SECTION OF THE LIBRARY.

STATE NORMAL SCHOOL, TEMPE.



A. DINING HALL.



B. BOYS' HALL.



C. A GIRLS' DORMITORY.



D. MAIN BUILDING.



E. VIEW FROM THE MAIN BUILDING.

NORTHERN ARIZONA NORMAL SCHOOL, FLAGSTAFF.

urgent public demands. The Tempe school, being the older of the two, has had time to develop and enlarge its courses to a degree commensurate with the needs of the State. The school is organized into three departments: (1) The normal school; (2) the training school; and (3) the school of industrial arts.

The normal school offers four courses, one of these being the four-year high-school course mentioned elsewhere, which should not be counted as a part of the normal school department. Of the others, Course A and course B are practically one course excepting that A devotes more time to science and industrial subjects, and course B more time to language study. The courses are:

A. Five-year professional course for graduates of the grammar schools;

B. Five-year professional course for graduates of the grammar school, which includes languages (Latin, German, and Spanish).

C. Two-year professional course for graduates of a four-year high-school course.

D. Four-year academic course for students who do not desire to prepare for teaching.

A normal-school diploma is granted to all students who complete either one of courses A, B, or C. This is a life certificate and entitles the holder to teach without examination in the public schools of Arizona and in other States which accept teaching credentials of this kind. The normal-school diploma requires a minimum of 15 academic units and 10 professional units for its completion. A "unit" is defined as denoting a subject studied through one school year with five recitations per week, each 45 minutes long, throughout 38 school weeks. The actual amount of time devoted to study compares favorably with other good normal schools of the country for similar courses studied by the committee.

The two five-year courses allow students a reasonable freedom of election for their chosen field. Course A emphasizes the mother tongue to the exclusion of other languages and includes a satisfactory amount of modern science and the new industrial subjects.

In addition to the regular normal-school courses, the Tempe school offers special vocational courses in (1) school art, (2) industrial arts, (3) home economics, (4) agriculture, (5) commerce, and (6) kindergarten training. These courses are offered partly in the normal school proper and partly in the school of industrial arts. They are two-year courses leading to graduation and a special diploma. Requirements for entrance to the special vocational courses are sufficiently rigid, demanding (1) completion of three years of the regular five-year course (course A), including one unit of vocational work corresponding to the special line selected; or (2) graduation from a standard four-year academic course, together with a recommendation for special ability along the line of the particular vocational

course selected; or (3) the equivalent of requirement for all who are not graduates of a standard high school under such conditions as the heads of the respective departments may require.

The vocational courses are well organized and thorough. The subjects are taught mainly in the new industrial arts building, which has exceptionally good equipment for this purpose. The students pursuing the courses in agricultural education have the use of good experimental facilities, including experimental gardens and a well-stocked school farm.

The vocational courses are planned for special-subject teachers and for supervisors. The graduates go into the elementary public schools and in a few instances into the smaller high schools. Some of the supervisors thus prepared are obliged to instruct in both elementary and high-school work. These cases are few, however, and should not affect the general policy of limiting the normal school activities in the main to the elementary school field until such time as the latter has been more fully occupied than now.

The new department of commerce has been established to meet a demand for trained young men and women in commercial activities. This is clearly not the field of the normal school, and if the department must be operated as a school of commerce because no other educational institution in the State offers this valuable work, it should be considered a distinct department and not an integral part of the normal school.

On the other hand, the normal school should require a certain amount of instruction in bookkeeping, farm accounting, etc., of all rural and other elementary teachers. It is essential that simple work of this kind be included in all elementary school courses. The committee elsewhere in this report has recommended strengthening the department of education of the university.

With the one exception of specialized training for rural teaching, the Tempe school has made ample provision for differentiated courses and elective subjects. Some work for rural teachers is provided in the regular pedagogical courses and in connection with agricultural education, and a rural practice school is maintained, but the school has no special rural school department and offers no special rural school diploma, both of which are desirable in a State like Arizona.

Organization of study courses at Flagstaff.—Four courses are offered by the Northern Arizona Normal School, as follows: (1) Two-year and five-year normal courses; (2) a four-year academic course; (3) a commercial course.

The four-year academic course is the high-school course described in a preceding section. The commercial course "is designed to fit students for actual work in the business world," to quote from the

school announcement for 1916-17. Commercial subjects are also elected in the high-school course and other courses. It is clearly not the business of a normal school to prepare young people for business careers. The only legitimate purpose of a commercial department in a normal school is to prepare teachers in commercial subjects so far as these are taught in the regular elementary schools. To this field it is recommended that the commercial department of the Northern Arizona Normal School be limited.

The two and five year normal school courses are patterned largely upon the traditional college courses and provide very little flexibility for election of subjects. It is a notable fact that agriculture, domestic science, manual training, and similar subjects are not required in any of the courses except as "hand work" in the last year of the professional group. Moreover, the list of required subjects is so large as to practically preclude all election of other subjects. The committee urge that these courses be thoroughly reorganized to give the new sciences and the vocational subjects a larger place on the daily program. It further recommends that the work be differentiated as courses for elementary teachers, rural teachers, special-subject teachers, etc., which would give all teachers in training the desired opportunity to follow their own natural bent.

Total number of students in the two normal schools pursuing the several subjects.—The following table includes all the subjects given at the two normal schools for the first semester of the year 1916-17, with the number of students taking each subject. This shows definitely the difference in the trend of the two institutions.

TABLE 81.—*Students in the several courses at the Arizona normal schools.*

	Tempe.	Flagstaff.
Agriculture.....	104	4
Drawing and industrial art.....	221	121
Biology and bacteriology.....	90	11
Commerce:		
Typewriting.....	28	
Stenography.....	13	
Bookkeeping.....	12	
Commercial law.....	46	
Total.....	99	128
Education:		
Psychology.....	103	57
Pedagogy.....	80	19
School law and economy.....	46	
History of education.....	49	
Methods.....	84	60
Practice teaching.....	84	
Kindergarten.....	23	
Total.....	420	185
Geography and physiography.....	85	91
History, civics, and sociology.....	151	68
Home economics.....	86	34

TABLE 81.—*Students in the several courses at the Arizona normal schools—Con.*

	Tempe.	Flagstaff.
Manual training:		
Woodwork.....	57	.....
Ironwork and mechanical drawing.....	33	.....
Total.....	90	35
Mathematics.....	233	210
Military drill.....	100	.....
Music:		
Vocal.....	196	.....
Instrumental (band and orchestra).....	68	.....
Total.....	264	130
Languages:		
English.....	282	213
Latin.....	54	13
German.....	2	.....
Spanish.....	69	50
Total.....	407	276
Penmanship (Palmer system).....	99	.....
Physical training (young women).....	278	.....
Physics.....	56	5
Chemistry.....	33	.....
Reading.....	37	.....
Spelling.....	.....	89

¹ Subject division not specified.

The table shows that at Tempe 104, or about one-fourth of all the students, take one or another of the agricultural education courses, while at Flagstaff only 4 students in 322 take agriculture. At Tempe 90 take manual training; at Flagstaff, 35. Professional subjects head the list at Tempe with 420 students; language comes second with 407; physical training (for women) third, with 278; and mathematics fourth, with 233. At Flagstaff language stands first, with 276; mathematics second, with 210; education third, with 185; and music fourth, with 130. Flagstaff offers no courses in physical education aside from athletics during the fall season, and the school lacks facilities for this work.

Standardization of normal-school courses as two and three-year courses about high-school grade.—It should be the desire of all normal schools to raise the entrance requirements to their courses as soon as the public schools of the State are sufficiently organized to permit this to be done. In the older States, with their well-established high schools, no normal schools should be permitted to accept students who have not completed a standard four-year high-school course or its equivalent. Arizona, however, has not yet reached this condition. It will be some time before the normal schools can hope to get all the students they need from fully-equipped high schools. In the meantime, provision can be made for other students in prenatal or academic courses as suggested elsewhere.

Meanwhile, it is important for the schools to consider increasing the professional requirements for graduation.

The teaching profession will profit more by having the normal schools adhere closely to their chief function of preparing elementary teachers well than to be ambitious to cover a larger field than their equipment allows them to do satisfactorily. The standard in the most progressive States now requires an academic minimum of four years of high-school preparation or its equivalent, and two years of professional study above high-school graduation. The committee believes that the Arizona normal schools should make a beginning for higher professional standards as soon as possible, and to this end recommends that, beginning with the school year 1918-19, only differentiated two and three-year professional courses be offered by the two normal schools.

Provision for specialized departments in which to prepare rural teachers.—It is not sufficient that teachers in rural schools should have as much general education and professional schooling as teachers in the elementary city schools. In addition they need a knowledge of many subjects not necessary for elementary teachers in the city schools. Rural teachers must understand the underlying problems of country life and must have correct vision and point of view, and zeal to undertake the trying tasks of modern rural teaching. This calls for a many-sided specialized preparation which can not be acquired in the general pedagogical courses. Specialized departments in charge of rural life experts are required to solve this problem.

The Tempe Normal School has already taken the first steps toward organizing such a department. It maintains a well-organized practice school within 10 minutes' ride from the campus, to which the rural teachers in training are conveyed at the school's expense. At Flagstaff no special department is maintained or courses offered for rural teachers. The committee recommends that distinct departments for training rural teachers be established in connection with both normal schools; that the organization include (1) a head of department, (2) an extension service, and (3) one or more rural practice and critic teachers; that the rural school course of study be organized around such subjects as rural sociology and economics and special methods of teaching and school management for rural schools.

Section 4.—TRAINING OF TEACHERS IN SERVICE.

A two-fold extension service.—The responsibility of the normal schools does not stop with the graduation of their teachers in training. If teaching is to be a definite profession, the teacher in service must continue to receive professional direction from the normal

schools. To this end, each of the two Arizona normal schools should organize an extension service, each operating within its own normal school extension district, the boundaries of which may be determined by the State board of education or by the administrative heads of the two schools. The purpose of this extension service should be twofold: (1) To assist all teachers now in service to attain the gradually increasing requirements for permanent certification, whether the teachers are normal-school graduates or not; (2) to provide advanced work for normal-school graduates now in service.

Help for teachers in service working to attain new certification standards.—It would be unfair for the State to require the higher certification standards proposed by the committee (see p. 183) and not to offer the means by which these requirements could be attained without abandoning the teaching field. Many teachers in the service of the State are mature instructors with families and others depending on them for support, which would prohibit actual school attendance on their part. To reach this large group of teachers is the primary purpose in recommending an extension service in the normal schools. The committee feels that this extension work can be made an important part of the normal-school service to the State. A director of extension should be appointed for each school with a sufficient number of assistants to establish week-end study centers within convenient reach of the teachers.

A similar extension service has recently been recommended by the Bureau of Education in its surveys of the educational systems of Washington and North Dakota. The details of the service must be conducted in the manner best suited to the needs of each extension district and the State. The committee believes that a modified form of the so-called "Iowa plan" organized by the Iowa State Teachers' College for that State would meet Arizona requirements.

For the next few years the summer school for teachers held at Flagstaff should offer special courses for teachers-in-service who are working to meet new legal requirements for certification.

Advanced work for graduates.—Graduates from the professional courses of the Arizona normal schools receive a normal-school diploma granted for life, which entitles the holder to teach without examination in any public school in Arizona. Unfortunately, graduation from a normal school, however good, is no guarantee that the students will make successful teachers. Certain European countries never grant permanent certificates until the candidate has served a successful apprenticeship of two or more years, during which much time must be devoted to professional reading under Government direction. The committee believes that the professional standards of the Arizona teachers would be greatly improved if a limited

license only were granted on the basis of a normal-school diploma, but that this license should be converted into a life certificate after the graduate shall have proved both his ability to teach and his willingness and ability to carry forward cultural and professional study without the constant oversight of teachers and other school helps. To this end the committee recommends an extension service for normal-school graduates much like the service proposed by the Bureau of Education in its educational surveys of Washington and North Dakota, namely:

1. That for all graduates of the normal schools who hold diplomas valid as certificates to teach in the State, the State board of education shall, with the assistance of the presidents of the normal schools and the head of the department of education in the university prepare thoroughgoing courses of study, including both professional and cultural subjects, which may be completed within a period of three years from the time of beginning study; that examinations on portions of these courses be held from time to time, and that no person receive a permanent license to teach in the public schools of the State until after he has passed a final examination in all courses prescribed; the final examination should be passed not earlier than two nor later than five years after the time of leaving the normal school.

2. That State, county, and city superintendents and supervisors be required to give special attention to young teachers who are pursuing these prescribed courses of study and have not yet received a permanent license to teach. Before granting the permanent license to any teacher, the State board of education should require a statement that such teacher has passed a satisfactory examination on the prescribed course of study, and also a specific report from a qualified superintendent, supervisor, or inspector that this teacher has taught satisfactorily not less than 16 months in the schools of the State. And this report should be accompanied by detailed records of the work done, showing its excellence and its defects within the past eight months.

3. That the same policy in regard to permanent licenses to teach in the elementary schools of the State be pursued with teachers entering the service from other States. The first license granted to any such teacher should be a temporary license. To secure a permanent license the candidate should be required to pass an examination on the prescribed courses of study proposed in 1 and 2 above.

Minimum salaries as a reward for high professional standards.—In order to encourage young men and women of the best native ability to prepare themselves for and to enter and remain in the work of teaching in the schools of Arizona the State should, when standards of admission to and graduation from the normal schools have been

adopted and when provisions have been made for continued study as recommended, fix by law minimum salaries for teachers holding the normal-school diplomas, and should provide for a definite increase in the minimum salaries of the teachers when they have complied with the requirements for and have received permanent licenses. Such a law should apply to teachers from other States as well and should not be so construed as to discriminate on the one hand against teachers from the Arizona State normal schools or on the other hand to discourage good teachers from other States from entering the service of this State.

Section 5.—TEACHING STAFF AND FUTURE POLICY.

Teaching staff, salaries, number of subjects taught, size of classes, etc.—The following summary, giving (1) the number of regular instructors, (2) salaries for the regular school year of 38 weeks, (3) average number of subjects taught, (4) number of teaching hours per instructor, (5) average number of students per hour, and (6) average number of student clock hours per week, furnishes a more exact basis for a comparative study of the two schools:

TABLE 82.—*Number, salaries, and work of the instructors.*

Institutions.	Regular normal school instructors.	Average salary for regular school year.	Average number of subjects taught.	Average number classes per week.	Average number students per class.	Average student clock hours per week.
Tempe	26	¹ \$1,794.00	2.00	20.0	29.0	454.6
Flagstaff	16	² 1,555.20	3.25	20.3	21.6	417.7

¹ Omits 9 training-school teachers whose average salary is \$1,338.83.

² Omits 5 training-school teachers whose average salary is \$1,130.

The summary shows that the teaching staff of the Tempe school is considerably larger than that of the Flagstaff institution, which explains the ability of the former to offer differentiated courses and a larger amount of elective work. There is a considerable difference in the average salary paid the instructors in the two schools. The average in both, however, is lower than is required for living in comfort in this time of excessive cost of living. The salaries should be scaled up to the standard suggested in the next paragraph. In the number of subjects taught per instructor, Flagstaff shows $3\frac{1}{2}$ to 2 for Tempe. Naturally, because its faculty is smaller, the Flagstaff institution offers less opportunity for specialization. In other respects, the summary shows substantially similar conditions in the two schools. The following are detailed statements of the two schools, covering the same data as in the foregoing summary:

TABLE 83.—*Salaries and work of teachers in the Tempe Normal School of Arizona.*

Instructors, designated by letters.	Salary per annum.	Subjects taught.	Classes per week.	Average number of students per class.	Total number of student hours per week.
A.....	\$4,000				
B.....	2,500	3	13	52	676
C.....	2,000	1	12	22	264
D.....	1,600	1	16	32	512
E.....	2,000	3	20	39	780
F.....	2,000	1	20	14	280
G ¹	2,000	1	22	7	154
H.....	1,600	2	8	11	*33
I ¹	1,600	2	25	14	850
J.....	1,600	2	12	6	72
K.....	2,000	2	4	6	*24
L.....	2,200	1	15	43	645
M ¹	2,200	1	6	47	235
N.....	2,000	1	14	24	336
O.....			14	8	*112
P.....	1,450	2	15	21	315
Q.....	2,000	4	6	5	*30
R.....	2,000	2	20	38	760
S.....	1,300	1	22	30	660
T.....	1,300	1	6	25	150
U.....	1,500	3	20	38	760
V.....	1,250	1	9	23	207
W.....	1,600	2	20	46	920
X.....	1,700	3	20	33	660
Y.....	1,900	4	45	11	495
Z.....	1,600	2	26	5	130
Average.....	1,350	2	13	52	676
	1,100	1	40	5	200
Average.....	1,794	2	20	29	454

¹ Residence on campus furnished rent free.² Director of training school. Conferences with senior teachers and general teachers' meetings; teaches 1 class per day in normal school first semester and 2 classes second semester; 40-45 hours per week.³ Practice or training school teaching counted as half subject on half time.⁴ Classes in home grades in training school, twice a week during gardening season. Supervision of 41 Mexican children in home gardening as well as classes at school.⁵ Preceptor and athletic coach. Board and room furnished in dormitory.⁶ Librarian has classes in library methods each 2 weeks during year for freshmen, sophomores, and juniors; and 4 weeks for seniors.TABLE 84.—*Salaries and work of teachers in the Northern Arizona Normal School.*

Instructors, designated by letters.	Salary, excluding summer school.	Subjects taught.	Classes per week.	Average number of students per class.	Total number student hours per week.
A.....	\$3,333.33	4	19	47	893
B.....	1,850.00	3	25	24	600
C.....	1,550.00	3	20	32	640
D.....	1,550.00	1	23	10	230
E.....	1,550.00	2	16	19	304
F.....	1,550.00	1	6	16	80
G.....	1,400.00	3	20	22	460
H.....	1,400.00	2	15	25	375
I.....	1,500.00	3	25	16	400
J.....	1,500.00	3	25	14	350
K.....	1,350.00	6	21	25	525
L.....	1,300.00	6	24	27	648
M.....	1,300.00	2	20	25	500
N.....	1,300.00	2	20	26	520
O.....	1,100.00	3	25	11	275
P.....	1,400.00	2	21	4	84
Average.....	1,555.20	3.25	20.3	21.5	417.7

These tables should be studied in the light of the following standards for normal schools now generally accepted by students of education who have given serious study to the internal administration of this class of schools:

1. The average salary of regular instructors should approach \$2,000 per annum; the salary of practice school-teachers should approach \$1,600;

2. The number of classroom clock hours per instructor should not exceed 20 per week;

3. The number of students per class should not exceed 30 or 35, except in lecture work;

4. The average number of student clock hours¹ carried by an instructor may reach between 300 and 400, the reasonable load in any case being determined by the kind of work required.

Applying these standards to the Arizona normal schools it appears that:

- (a) The salaries (excluding the administrative heads) paid in both schools are lower than they should be.

- (b) The averages for the Tempe Normal School (aside from salary) are close to the standard. The head of the history department teaches too large a variety of subjects; the English, mathematics, and education classes average too many students per class. For both subjects additional instructors should be provided. The total student clock hours in laboratory science and physical education average high, but these are exceptional subjects in which larger groups can be taught to advantage. The Tempe school, according to the standard, is operating to its full capacity, and a continued normal growth will demand additional teaching staff and physical equipment.

- (c) The averages for Flagstaff (aside from salary) are also close to the standard. The difference in the number of subjects for each instructor is unusually great, varying from 1 to 6. The same is true of the student clock hours, which vary from 80 to 893. At Tempe the administrative head of the school is able to devote all his time to administrative work, which in a school of its size is advisable. At Flagstaff the administrative head, in addition to his routine work, teaches four subjects, with a total of 893 student clock hours—more than other members of the instructional staff. This condition should be corrected by adding at least one full-time instructor in professional subjects. The teacher of agricultural subjects has only 5 classes per week, with a total of 80 student clock hours, and the household arts instructor has an average of 4 students per class for a total of 84 student clock hours. This could be remedied by placing some of the industrial subjects on the required list; or, perhaps,

¹ One student under instruction in lecture, quiz, or laboratory for at least 50 minutes net represents one student clock hour.

better by increasing the number of elective subjects. In other respects the Northern Arizona Normal School is running to its full capacity in the matter of instructors and beyond capacity in the matter of physical equipment.

Section 6.—MAINTENANCE, PHYSICAL EQUIPMENT, AND PRESENT NEEDS OF THE ARIZONA NORMAL SCHOOLS.

(A) THE TEMPE NORMAL SCHOOL.

Maintenance.—The total legislative appropriations for the fiscal year amounted to \$104,000, of which \$90,000 was for regular maintenance, \$4,000 for a new hospital building, \$5,000 for repairs, and \$5,000 for ground improvements. The actual income of the school from all sources amounted to a little more than the \$90,000 stated above, largely from the receipts from the school farm, the sale of miscellaneous school furniture, etc. The actual receipts and expenditures for the fiscal year 1915-16 are shown below:

RECEIPTS, 1915-16.

Taxes.....	\$88,314.27
Vocational aid.....	2,500.00
Department of Agriculture.....	2,653.73
Miscellaneous:	
School desks, Santa Cruz County.....	\$15.00
Manual training desks, district No. 17.....	105.00
Lumber to prison.....	53.35
Radiators to Insane Asylum.....	200.00
	373.35
Total	93,841.35

EXPENDITURES, 1915-16.

Administration.....	126.40
Agriculture.....	7,166.82
Home economics.....	338.02
Electric light.....	1,165.77
Electric power.....	608.42
Electric supplies and repairs.....	1,276.99
Faculty salaries.....	46,808.00
Furniture and equipment.....	6,085.12
Grounds ¹	4,408.68
Heating.....	2,853.76
Incidentals.....	617.29
Insurance.....	663.00
Janitors.....	2,093.60
Library.....	1,639.17
Manual training.....	700.33

¹ In addition to this amount, \$1,522.46 was expended on grounds, but refunded from 1916-17 appropriation for grounds, making the total amount expended \$95,886.05.

EXPENDITURES, 1915-16—continued.

Printing	\$873. 72
Repairs	12, 399. 19
Stationery and postage	443. 13
Supplies	2, 232. 39
Telephones and telegrams	445. 69
Water	918. 10
Total	93, 863. 59

TABLE 85.—Approximate value of lands, buildings, and equipment, Tempe Normal School of Arizona.

Property.	Buildings.	Equip- ment.	Total.
LANDS.			
Campus of 32 acres, highly improved, with cement walks, driveways, lawns, shrubbery, and sewerage system			\$55, 500
BUILDINGS AND EQUIPMENT.			
Main building	\$80, 000	\$15, 500	95, 500
Auditorium and gymnasium	30, 000	4, 850	34, 850
Science building	30, 000	15, 750	45, 750
Training school	35, 000	5, 000	40, 000
Industrial-arts building	90, 000	22, 000	112, 000
East Hall	45, 000	8, 000	53, 000
North Hall (including solar heater)	20, 000	3, 000	23, 000
South Hall (including gas heater)	20, 000	3, 000	23, 000
Boys' dormitory	15, 000		15, 000
Seven small cottages	1, 800	3, 000	4, 800
Dining hall	8, 000	2, 500	10, 500
President's residence	6, 000	1, 500	7, 500
Hospital (now under construction)	6, 000		6, 000
Heating plant (including 2 boilers)			20, 000
Grand stand	1, 200		1, 200
Barn and silo, Department of Agriculture	1, 000		1, 000
	422, 000	84, 100	506, 100
STOCK.			
Department of agriculture, including horses, cattle (some thoroughbred Holstein), swine, and poultry			4, 000
Grand total			565, 600

Physical equipment.—The school grounds embrace 32 acres, exceptionally well planned and improved, valued at \$55,500. The building equipment includes 13 buildings used for instruction and lodging. The detailed valuation of the school plant appears in the appended statement. The buildings and equipment are valued at fully half a million dollars. In addition to this, the school rents certain farm lands utilized by the department of agriculture. The school farm is well stocked with pedigreed cattle and other stock.

Grounds and campus.—The campus is well adapted to its purpose, having an excellent location and being in every way well developed. It is well platted, as appears from the attached plan. Provision has been made for outdoor recreation. There are numerous tennis courts, basket-ball courts, a large athletic field containing space for baseball, football, and running track. A large portion of the grounds

is utilized as school garden and experiment plats, which afford opportunity for training students in agriculture and at the same time provide fresh vegetables for the school kitchen. The school has shown foresight in platting its grounds with a view to future enlargement.

Main building.—The main building, Science Hall, and the auditorium inclose three sides of the front quadrangle. The main building was erected in 1894 and is the oldest of the group of buildings now standing. It is used mainly for classroom instruction. The library of 10,000 volumes is also housed here. This structure was, unfortunately, built at a time when more attention was paid to outward appearance than to adaptation to practical use, the result being that classrooms are not satisfactory from a sanitary and practical point of view. The toilet facilities in the building are passable only. The valuable library, housed here, is exposed to danger from fire, for the building is not fireproof. The library should, at the earliest possible date, be housed in a structure of its own.

Science Hall.—Science Hall is small and well built, housing the laboratories for physical, chemical, and biological sciences. The laboratories are well equipped with working materials, but are overcrowded as the result of the rapid growth in school attendance and popularity of these courses. The quarters now used by the science departments should be enlarged. This building is also used for administrative purposes, the president, registrar, and secretary of the faculty being housed on the main floor of the building. These quarters also have become cramped because of the rapid expansion of the institution. An administration building should be provided.

Auditorium and gymnasium.—This building is satisfactory for its purpose, containing a large gymnasium fairly well planned and well equipped. An auditorium, 72 by 100 feet, lies above the gymnasium. It is well planned, and has a seating capacity for 600 to 700 people. The auditorium is entirely satisfactory.

Training school.—This building (H in the general plan) is unique in structure, containing a large central assembly room with classrooms arranged around it on three sides. Most of the classrooms, however, are small and incorrectly lighted. This building, also, was constructed at a time when little attention was paid to proper lighting and ventilation. The toilet facilities have recently been improved and may now be termed satisfactory, though small. The practice school building is overcrowded and should be rebuilt at an early date.

Industrial arts building.—This is a new fireproof structure measuring 130 by 135 feet. It is 3 stories high, including basement. It is a substantial building, constructed on scientific lines. Here are housed the departments of home economics, manual training, agriculture,

fine arts, and commerce. The building has cost the State \$90,000. The equipment is complete, and includes among other things provision for work in sheet metal, forging, and foundry work.

Dormitories.—It is the policy of the normal school to provide home comforts for the young men and women who attend the school from a distance. There are two groups of dormitories for women and one group for men. The main dormitory for women is a satisfactory building, although not so well lighted as the new dormitories on the unit plan. The main dormitory accommodates about 135 persons, with 2 in each room. A group of new dormitories has been planned to be erected on the three sides of a large patio, or court, and two of them have been completed and in use for one and two years, respectively. These two units are now fully occupied and a third unit should be constructed at an early date. A feature of all the dormitories is the large sleeping porches provided for all lodging in them. This is necessary on account of the high temperature in this section of the State. It is an excellent and commendable feature.

The dormitory for young men is an old, 2-story structure, with basement. The building in no sense accords with modern ideas. It is neither sanitary nor practically arranged. Because of the rapid growth of the school, it has been necessary to lodge young men in insanitary basement quarters in this building and to make temporary arrangements for others in rooms in the main building and in the basement of the new industrial arts building. This is an unfortunate condition, and should be remedied at the earliest opportunity. Ample provision should be made by the legislature for a new building for this purpose.

Dining hall.—This is an inexpensive structure. It is daily filled to capacity, although not yet crowded. If the school continues to grow the next few years as it has done during the last decade, additional facilities must be provided.

Hospital.—The hospital building was not yet in use at the time of the inspection. It will be a valuable addition to the school plant.

President's residence.—The State has constructed an ample residence for the president of the school. It is substantial and commodious, and easily accessible from all parts of the grounds. It is a commendable feature of the school.

Rural practice school.—The normal school has entered into agreement with an adjoining rural-school district whereby it takes over the district's school, placing a well-prepared critic teacher in charge of it. The school plant is gradually being converted into a model both as to building and grounds. It is used for practice and observation by all teachers in training who expect to work in rural communities.

The central heating plant.—This plant was constructed at a time when no one expected the school to expand as it has done in recent years, and the plant can no longer supply heat to all the buildings without straining the capacity of its two boilers. The heating plant is unsightly and lies in the center of the grounds in the most attractive part of the campus. It should be removed to another location and enlarged.

Recommendations for new equipment:

1. A new dormitory for men.
2. Administration building and library.
3. One additional unit dormitory for women.
4. Enlargement of the science building.

The most urgent need of the normal school is a well-constructed and commodious dormitory for men. It is impossible to find satisfactory lodging facilities in Tempe, and it is imperative for the State to make provision for the young men who attend the normal school. The building should be large enough to provide for future growth. It should make provision for shower baths, swimming pool, and recreation rooms, all of which would add materially to the health and comfort of the students. The gymnasium is used chiefly for the young women of the institution, the climate being such that the young men can get most of their necessary exercise out of doors. On account of the high temperature and dust accumulation, due to the dry climate, baths and swimming pools are essential to the cleanliness and comfort of the dormitory students.

Plans should be made for a combined administration and library building. This need not be large, but should be fireproof, to safeguard the school's valuable library and documents. Provision should also be made for another unit dormitory for young women, to be constructed during the next biennium. If this is not done, the dormitories for women will again become overcrowded. The science building can conveniently be enlarged by moving out the rear wall, making an extension of 20 to 30 feet, all of which can probably be done at an outlay of about \$8,000.

The State should continue its liberal policy toward its normal schools. It is appreciated that the State is doing exceptionally well now, considering its wealth and population. Funds for the stated expansion could probably better be procured by means of a bond issue than through immediate legislative appropriation. These bonds could be issued and sold from time to time as buildings are imperatively required.

(B) NORTHERN ARIZONA NORMAL SCHOOL.

Maintenance.—The legislative appropriations and other incomes of the school for the fiscal year 1915-16, with corresponding outlays, are as follows:

Appropriations, etc., for year 1915-16.....	\$60,071.50
Expenditures for year 1915-16:	
Pay roll—faculty.....	\$30,763.20
Pay roll—employees.....	9,340.60
Repairs.....	666.21
Agriculture.....	886.29
Manual training.....	452.38
Art.....	166.62
Domestic science.....	265.74
Power plant.....	6,573.88
Administration.....	1,198.35
Telephones.....	418.40
Dining hall.....	495.85
Light, etc.....	675.49
Books, stationery, and printing.....	2,393.70
Science.....	87.80
Geography.....	86.94
Disinfectants.....	412.90
Insurance.....	1,119.20
Water.....	1,622.27
	<hr/>
	57,625.82
Balance in treasury.....	<hr/> 2,445.68

This school, which is younger and smaller than the Tempe Normal School, receives a relatively smaller appropriation from the State. The growth of this institution also has been so rapid that added facilities are urgently required.

Physical equipment.—The approximate value of lands and buildings exceeds \$300,000, divided as follows:

A. Lands, 120 acres at \$350 per acre.....	\$42,000
B. Buildings:	
Main building.....	\$65,000
Heating plant.....	19,000
Dining hall.....	15,000
Boys' hall.....	25,000
Bury Hall.....	35,000
Morton Hall.....	48,000
New Hall.....	48,000
	<hr/>
	255,000
C. Equipment.....	<hr/> 10,000
Total value.....	<hr/> 307,000

Administration building.—This was erected originally for other than educational purposes, which explains its unsuitable arrangement. The auditorium is entirely too small and badly arranged for

the 318 students assembled there. The seating capacity was intended for about 200. Under these conditions additional auditorium facilities are urgently needed. The administration building contains all the class rooms, the library, laboratories, and rooms of the president and faculty. The practice school also is housed in this building, in basement rooms, which are small, stuffy, and insanitary. The toilet facilities are inadequate and insanitary, forming a positive menace to health.

Central heating and lighting plant.—This is adequate, having been planned for future expansion. It will heat and light a much larger number of buildings than the school occupies at the present time.

Dining hall and kitchen.—The dining hall is an attractive, well-arranged structure, although taxed almost to its capacity. The adjoining kitchen, however, is small and crowded and impractically arranged. It should be enlarged and rearranged to save labor.

Dormitories.—The most commendable feature of the organization of the normal school is its three halls or dormitories for women. All of them are well planned, commodious, and comfortable. The sanitary appliances are modern and wholesome. Each hall is in charge of an experienced preceptress who looks after the welfare of the students in her charge. The system can scarcely be improved.

One hall, the oldest in the group, has been set aside as a dormitory for male students. The president and his family also make this their home, the president's wife acting in the capacity of housemother for the young men. It would unquestionably be better for all concerned if the State would build a home for the president, on the campus, as it has done at Tempe. In this way only can he be spared the petty annoyances and disturbances sure to arise occasionally in any dwelling used for lodging healthy young men. All four dormitories are now used to their capacity, so that in the near future additional facilities must be provided.

Grounds and farm land.—The school owns 120 acres of land, valued at \$42,000. Much of this should be utilized by the rural and agricultural departments of the school. Up to the present time very little attention has been given this important phase of work.

Recommendations for needed enlargement.—Steps should be taken to enlarge the administration building by adding a wing on the west to complete the structure as originally planned. This would provide urgently needed classroom and gymnasium facilities. Attention is called to the fact that the school has no gymnasium of any kind. Since the north Arizona winters are long and the snow deep, it is practically impossible to give the students any physical exercise in the wintertime. A well-planned gymnasium would satisfy this de-

mand. It is essential that a separate training school be erected as soon as possible, since the quarters now used for this purpose are both insanitary and too crowded for the proper development of such a school. A rural practice and observation school is also needed and should be erected on the campus if possible.

These improvements are ranked below according to the urgency of the need:

1. Wing built to administration building to give additional classroom facilities, auditorium, and sanitary toilets.
2. Gymnasium to be included in the wing or to be erected as a separate building.
3. Training school. This is absolutely essential for the normal development of the school.
4. Rural practice and observation school to be erected on the campus because of the remoteness of other rural schools.

Section 7.—DEPARTMENT OF EDUCATION IN THE UNIVERSITY OF ARIZONA.

Present status.—The department of education in the University of Arizona is of recent origin, and is still in the process of organization. The department is organized for the purpose of training high-school teachers and special supervisors. There is no indication that the department has any desire to prepare teachers other than these, and that policy should be closely followed. In its present state of development the department is unable to occupy fully the field of secondary teacher training in the State. Facilities are too limited. The enrollment of university students in the department for the past years is shown in the following table:

TABLE 86.—*Enrollment in the department of education of the university.*

Years.	Men.	Women.	Total
1911-12.....	4	8	12
1912-13.....	6	14	20
1913-14.....	6	6	12
1914-15.....	10	24	44
1915-16.....	29	26	55
1916-17.....	35	47	82

The attendance, though small, shows encouraging growth. The number of graduates for 1915-16 was only 12, while the number of new high-school teachers required in the State was 65. The number of high-school teachers required in the State is increasing rapidly. The need will, no doubt, continue for some time to be met, as in the past, by procuring teachers prepared and certified in other States, but the university must and should prepare an increasing number of them.

The department of education occupies no special building of its own, but is quartered in the agricultural building. The class instruction is given by one full-time and one part-time instructor. The greatest hindrance to satisfactory instruction is the lack of a practice school. Until this want is met, little practical teaching can be done.

Future policy.—The State should take the necessary steps to provide the department of education in the university sufficient facilities to enable it to satisfy the demands upon it from over the State for well-equipped high-school teachers and special-subject instructors and supervisors. This demand will probably increase rapidly during the next few years to keep pace with the growth of the State's high-school system.

It is essential that the department of education provide training for professional men and women to administer and supervise the county and town systems of schools and to instruct as special-subject teachers and supervisors in the high schools. Such teachers should preferably be graduates of the normal schools, who, by reason of special fitness, should be encouraged to continue their preparation in the university courses. The department of education is not now equipped to do this work satisfactorily, but should be urged to take early steps to meet the demand.

It is essential also that the students pursuing educational courses have access to a well-organized practice school of secondary rank. Without such a teaching laboratory good results can not be expected. The State ought to make immediate provision for the establishment of a good secondary practice school.

Section 8.—SUMMARY OF RECOMMENDATIONS FOR THE NORMAL SCHOOLS AND DEPARTMENT OF EDUCATION IN THE UNIVERSITY OF ARIZONA.

1. The establishment of a single board of control for the two normal schools, to supplant the two local boards and the ex officio State board of education.
2. Restriction of the field of the State normal schools to preparation of elementary school teachers and instructors in special subjects for elementary schools until the demand for professionally trained elementary school teachers shall have been satisfied.
3. Restriction of the department of education in the university to preparation of high-school teachers and special supervisors.
4. Gradual elimination of the purely high-school students from the normal schools.
5. Organization of four-year prenormal departments within the normal schools for students coming from communities without high-school facilities who wish to prepare for normal-school entrance.

6. Discontinuance of the arrangement under which the Northern Arizona State Normal School offers high-school facilities for the children of Flagstaff.
7. Provision for further differentiation of courses of study in the normal schools, but particularly in the Northern Arizona Normal School.
8. Gradual increase in the normal-school entrance requirements to graduation from a four-year high-school course.
9. Standardization of the normal school courses as two and three year courses above high-school grade.
10. Provision for specialized departments in which to prepare rural teachers. Arizona being predominantly rural, the preparation of teachers for rural schools should be the principal function of these normal schools.
11. Division of the State into extension service districts, one for each normal school, within which each school shall organize extension service for the teachers of the State.
12. Enlarged material facilities and equipment in both normal schools to meet the rapid expansion of the institutions.
13. Establishment of a practice school of secondary grade as a working laboratory of the department of education in the University of Arizona.
14. Funds for the improvements contained above should be raised by an issue of State bonds.

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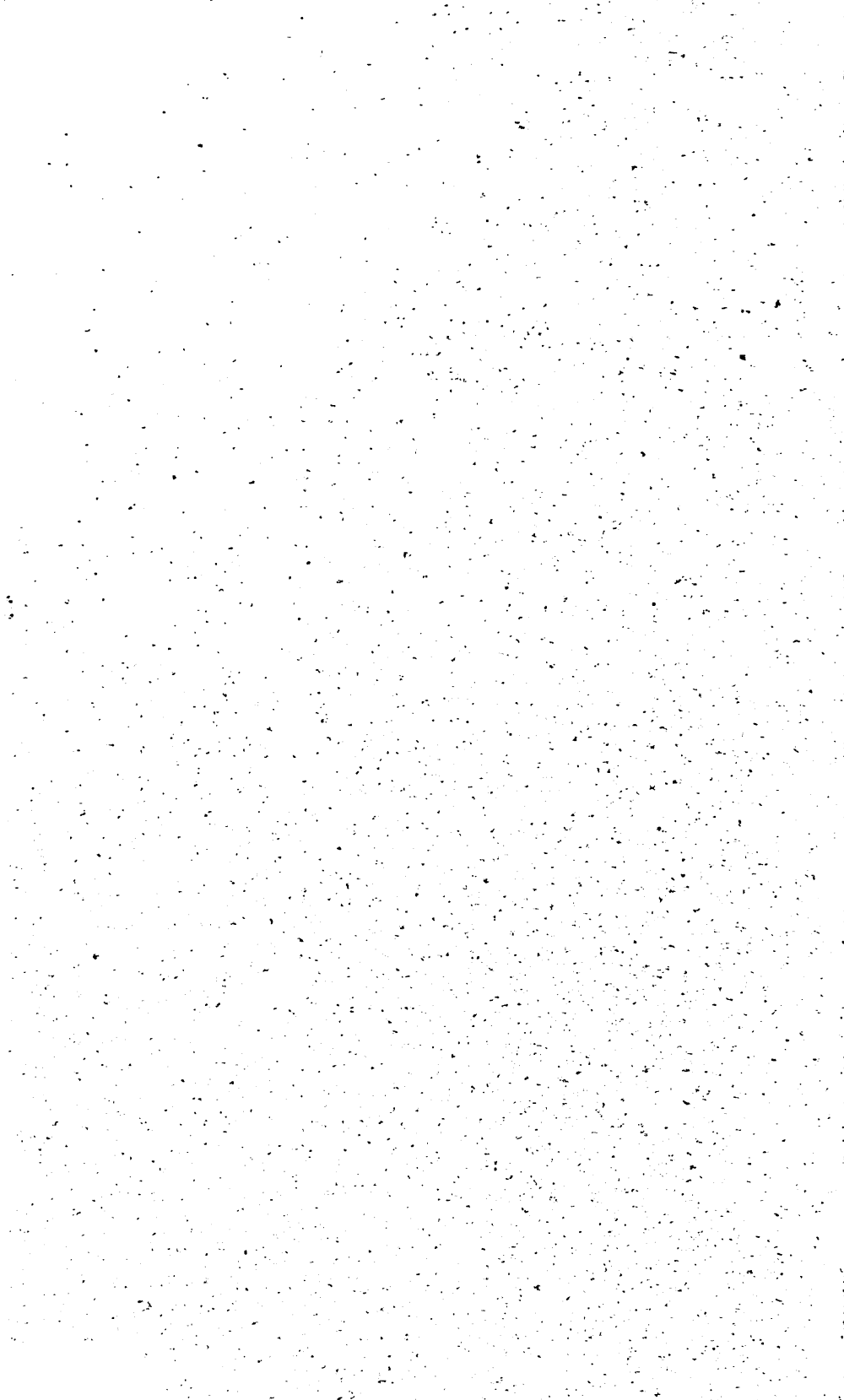
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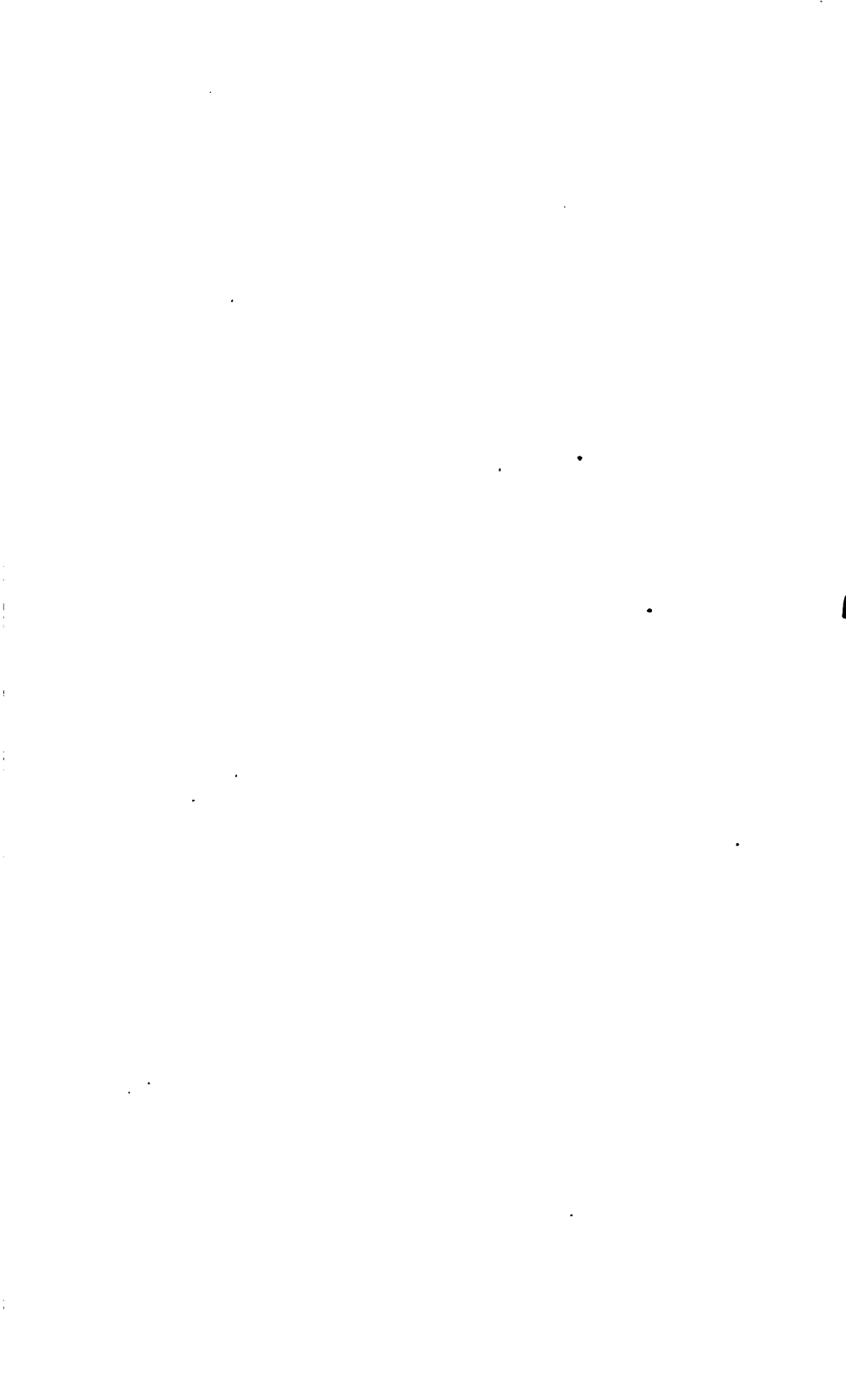


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